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ABSTRACT

The major purpose of the center has been to improve the quality of instruction in the participating schools by providing in-service training to teachers in the use of instructional materials and equipment. At the onset, four global objectives were established to a) integrate more media (i.e., filmstrips, books, slides) into the teaching curriculum. b) implement ideas and techniques that are presented in the in-service training program, c) disseminate information to educators in the area about successful educational practices, and d) evaluate the effectiveness of the programs that the center runs. (Ten appendixes, comprising 50 percent of the document, describe the center and its operation.) (Author/JB)

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TERMINAL EVALUATION

ALTON AREA SUPPLEMENTARY
EDUCATION CENTER
1967 - 1970

U.S. DEPARTMENT OF HEALTH,
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E.S.E.A. Title III
Project No. OE 672843
James M. Casper, Director

June, 1970

Administrated by
Alton Community Unit School District No. 11
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BACKGROUND

and

RATIONALE

I. BACKGROUND AND RATIONALE

The Alton Area Supplementary Education Center, hereafter referred to as the Center, was planned and funded under Title III of the Elementary and Secondary Education Act of 1965, which provides for the establishment of "a program for supplementary centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary programs to serve as models for regular school programs."

The administrative and supervisory staff of Alton School District No. 11 began looking for ways to implement the broad outlines of Title III ESEA for the area, and the operational phase of the Title III project was developed by the Alton School District through a planning grant beginning on March 25, 1966. The administrative and supervisory staff of the Alton district conducted a survey of the educational needs of the area and found that other school districts had an interest and need for many of the services which an educational center might provide.

During the operation of the planning grant (1966-67) a writing committee was appointed to prepare the proposal for the project. The committee members were Dr. James Comer, Education Department, Southern Illinois University, Edwardsville, and from the Administrative staff of the Alton School District, James Casper, Director of Audiovisual Education; E. M. Leamon, Assistant Superintendent; Macy Pruitt, Administrative Assistant; Raymond Ready, Administrative Assistant; Aaron Peterson, Director of Reading Services, and Maxine Stevenson, Director of Library Services. At the same time, an Advisory Council, consisting of representatives from public and private schools of the area was established. (See Appendix A.)

Interviews of school personnel and two surveys were conducted to determine the needs of the area schools. The first survey was directed to the chief school administrators and the second survey was directed to the teachers of the area schools. (See Appendix B.) The Advisory Council was appraised of the results of the survey, an analysis of similar Title III projects, and a review of contemporary related literature. Further documentation of the needs of the area schools was gained through observations by the Writing Committee which indicated that teachers needed in-service training to cope with the influx of new instructional materials and equipment into the schools. This information was used by members of the Council as a basis for decisions concerning the direction of the project. Following the broad outline for planning as directed by the Advisory Council, ten consultants were selected to further assist in the planning of the projects. (See Appendix A.)

The consultants met with the Project Director and members of the writing team. Recommendations from the consultants were obtained both orally and in written form. These recommendations were placed in outline form and the ideas incorporated into the final form of the proposal. In addition to the consultants, many commercial firms provided information that materially assisted in the development of the project proposal.

The teacher survey indicated that considerable assistance was needed in methods for teaching reading skills. This need was registered by both the elementary and secondary teachers to almost the same degree. The results of the survey also indicated a need for assistance in producing instructional materials and amplifying the skill of the teacher in the use of new instructional materials.

Very little educational research had been conducted in the area served by the Center and a great need was indicated for this service. Teachers expressed concern for finding definitive answers to curriculum problems. Administrators expressed a need for intelligent leadership to give direction to testing and evaluation procedures within individual schools.

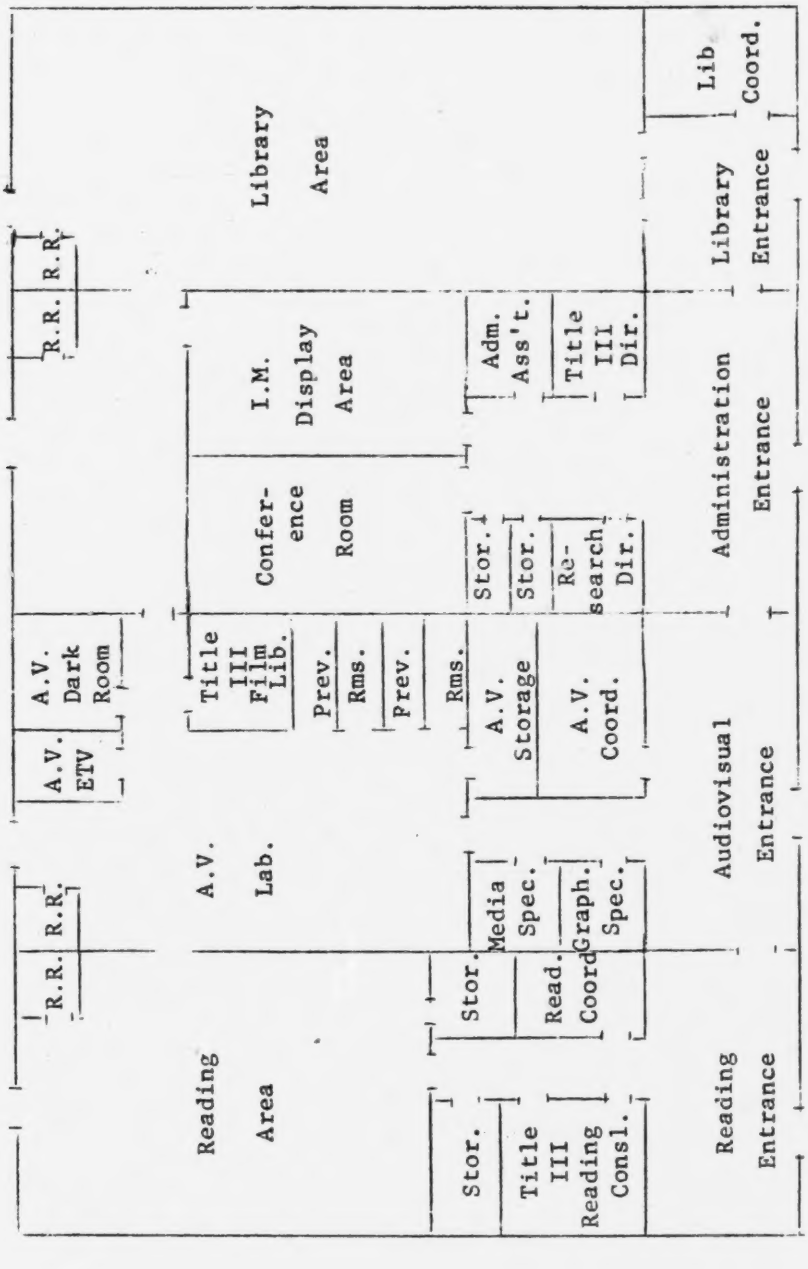
A great need was indicated by the survey for the effective use of educational television as an instructional tool. The survey showed a considerable interest by administrators to help their staffs use this facility to a greater degree.

The Advisory Council felt that a Center maintaining a wide variety of instructional materials and equipment, production facilities for creation of multi-media materials, reading machines and curriculum materials, a model instructional materials processing center, and a research center would assist the Alton Area in meeting its perceived needs.

An extension of the planning grant to May 31, 1967, provided time for much of the preliminary planning and selection of personnel, supplies, and equipment. The project entered the operational phase on June 1, 1967.

Staff members with special training in the areas of administration, research, instructional materials, graphic arts, reading, science and social studies, were hired.

Floor space for housing the project, approximately 12,000 square feet, was leased and ready for occupancy on June 1, 1967. This was a new commercial building located in the 2700 block of East Broadway in Alton. Areas were designed by the Director and Coordinators to provide useable space for offices, workrooms, display areas, and storage, as indicated by the floor plan on the following page.



ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois

The area covered by the Center was approximately 700 square miles in extent. It is located on the Illinois side of the Mississippi River slightly north of St. Louis, Missouri.

The Center served the following schools in the Illinois counties of Madison, Jersey, and Macoupin:

Alton Community Unit District No. 11 - Alton
Alton Private Catholic Schools of Unit No. 11 - Alton
Bethalto Community Unit District No. 8 - Bethalto
East Alton Elementary District No. 13 - East Alton
East Alton-Wood River High School Dist. No. 14 - Wood River
Holy Ghost Catholic School - Jerseyville
Jerseyville Community Unit District No. 100 - Jerseyville
Our Lady Queen of Peace Catholic School - Bethalto
Roxana Community Unit District No. 1 - Roxana
St. Bernard's Catholic School - Wood River
St. Francis Catholic School - Jerseyville
St. Kevin's Catholic School - East Alton
Southwestern Community Unit District No. 9 - Piasa
Wood River-Hartford Elementary Dist. No. 15 - Wood River
Zion Lutheran School - Bethalto

The governmental statistic forms at the beginning of this report indicate a diversity of population in the area served by the Center. The area had a classified rural, rural non-farm, metropolitan area - central city, and a metropolitan area non-central city population.

During the first year of operation (1967-68) the Center's teacher in-service program began functioning in September, and formal workshops were first held in October. By furnishing pay for substitute teachers, the Center was able to fulfill its major objective of providing in-service training for teachers. Joint workshops, informal workshops, and individual conferences were also successful. The staff members began to hold short workshops and conferences in the schools in order to provide services to more teachers.

During the 1968-69 school year the most noticeable effect the project had on participating schools was that of helping them attain an increased awareness of the importance of instructional materials, audiovisual techniques, reading and research in education. Increased participation in workshops and other Center activities seemed to indicate that teachers felt these projects were useful for them in helping children learn. (For detailed accounts see the Annual Evaluation for 1968 and 1969.)

The third year of the Center's operation (1969-70) established a trend toward more in-service training sessions and programs in the participating schools. A concerted effort was also made to identify teachers who were influential in their buildings and who would be willing to take part in extended programs in specific curriculum areas sponsored by the Center. An "Interest Inventory" was sent to all teachers and from their responses task groups were formed and functioned in the areas of Community Resources, Creative Writing, Electricity, Environmental Quality, Listening, Mathematics, Bicycle Safety, Science, Social Values, and Spelling. More detailed accounts of these programs can be found in Part IV of this report.

Plans for the continuation of parts of the project after the Title III program is terminated have been determined. The film co-operative will continue to operate with support from the cooperating districts at the rate of $1.50 per pupil and some ESEA Title II funds. The audiovisual, library and reading departments will continue to operate with some modifications as part of the Alton school program in the same building, which has been leased for five years by Alton School District No. 11.

OBJECTIVES

II. OBJECTIVES

The major purpose of the Center has been to improve the quality of instruction in the participating schools by providing in-service training to teachers in the use of instructional materials and equipment.

In order to guide the staff towards achieving this purpose, four global objectives were established. These were:

1. Teachers in the Alton Area Supplementary Education Center area will integrate more media (i.e. filmstrips, books, films, etc.) into the curriculum which they are teaching.

2. Teachers in the Alton Area Supplementary Education Center area will implement ideas and techniques that are presented in the in-service training program in teaching students in their classes.

3. Individual and groups of educators in the Title III region, state and nation will receive information about successful educational practices carried on by teachers and administrators served by the Alton Area Supplementary Education Center. In addition, teachers and administrators will be appraised of other successful educational trends.

4. Services provided by the Alton Area Supplementary Education Center will be evaluated by the staff, consultants and the individuals involved in the various educational programs of the Title III Center.

These global objectives were evolved from the specific objectives of the Center's three divisions in order to stress the similar goals of the three departments. After the first year of operation it became apparent that some of the objectives in the original proposal were too ambitious for the number of staff members available to accomplish in three years. Some of the objectives were not stated in such a way as to be easily measurable, and the global objectives were only implied in the original proposal. Therefore, the staff found it was necessary to restate and clarify all of the objectives. The specific objectives as revised in the second year evaluation were:

1. Train teachers to effectively utilize existing and new instructional materials through released time in-service training sessions.

2. Provide for individual and group planning sessions in the use of a variety of instructional materials in the various areas of the educational curriculum.

3. Provide in-service training programs at the Center and in the schools to inform the teachers of the Center's resources, to assist teachers in developing skills necessary to prepare teacher made instructional materials, and to encourage experimentation in new techniques of utilizing resources.

4. Provide summer workshops to enable teachers to utilize the Center's resources to plan and develop materials for the new school year.

5. Expand existing supplementary film library.

6. Develop units of work concerning the community, its culture and resources to enable the teachers and students to have a better understanding of their community.

7. Acquaint teachers with the instructional advantage of ETV.

8. Assist schools in the development of Instructional Materials Centers by providing assistance in evaluating and selecting materials and equipment.

9. Design, develop, produce and disseminate instructional materials, not available commercially, regardless of format, in cooperation with curriculum committees and supervisors of the area.

10. Promote media integration into the curriculum as an integral part of the whole learning process by bringing together teachers and materials to enable them to evaluate and adopt these materials and methods for classroom use.

11. Provide professional materials and research service for teachers.

12. Develop and serve as a demonstration purchasing and processing center.

13. Serve as a liaison agency with publishers and producers in evaluation and selection of materials.

14. Maintain a display area to provide professional and technical assistance to teachers in evaluating, selecting and purchasing books, materials and equipment.

15. Assist administrators and librarians in the development of Instructional Materials Centers and in developing present libraries into comprehensive learning centers.

16. Provide a representative library of reading and other curriculum materials for use in teacher training and as an aid in the selection of new materials by the various school districts.

17. Maintain a reading demonstration center for training teachers in the evaluation and usage of new programs and the exploration of new ideas.

18. Provide consultant service to personalize and extend the overall objective functions of the Reading Laboratory.

19. Assist teachers in developing and implementing action research projects in reading.

20. Direct surveys and other research projects as requested by the local schools.

21. Carry on a liaison function with the universities, regional laboratories, State departments, and other research agencies and then in turn, act as liaison with local committees that are concerned with research and curriculum.

22. Assist Title III staff members in evaluation to determine the effectiveness of the Title III Center.

23. Disseminate research information to teachers and schools of the Title III area and to agencies outside the area.

24. Provide in-service workshops to develop an awareness by teachers of the usefulness of the research process and the information that it produces.

Some of the specific objectives in the original proposal were modified or dropped because of a lack of time or money. The plan to develop extensive educational television facilities to assist area schools in using ETV was revised to purchasing videotape equipment and using it for teacher self-assessment and pilot studies in specific curriculum areas, because funds were not approved for enough TV equipment or staff.

The plan to develop a system of cataloging materials available for loan from the Center was also revised. During the first year this objective was not achieved because there was not enough staff time available and the in-service training program was given priority over the catalog, although it remained as an objective. At the close of the first year of operation, a plan to use an automated system for preparing the catalog was devised. This involved expanding

Alton's present computer facilities and hiring a key punch operator. Surplus funds from the first year budget were requested to finance the program, but were denied. During the second year the idea of a unified catalog of Center materials was changed to departmental catalogs, and these were developed as the Curriculum Guide for the Reading Lab, and separate card catalogs for the Professional Library, Display Area, and Alton Elementary Library.

Two items which were dropped from the Research Department objectives because of lack of funds were the establishment of machine test scoring facilities and a data bank of test scores for use in research projects.

ADMINISTRATION

III. ADMINISTRATION

This section of the report concerns the three major areas of responsibility of the Administrative staff, which were personnel, finance and dissemination of information about the project.

PERSONNEL

After the Title III planning grant described in the history section of this report was approved, a Project Director was appointed from the administrative staff of Alton School District No. 11.

Whenever possible, the Center followed the qualifications described in the original proposal in the selection of its certificated staff. Alton's salary schedule was used in the employment of both the Center's certificated and non-certificated staff.

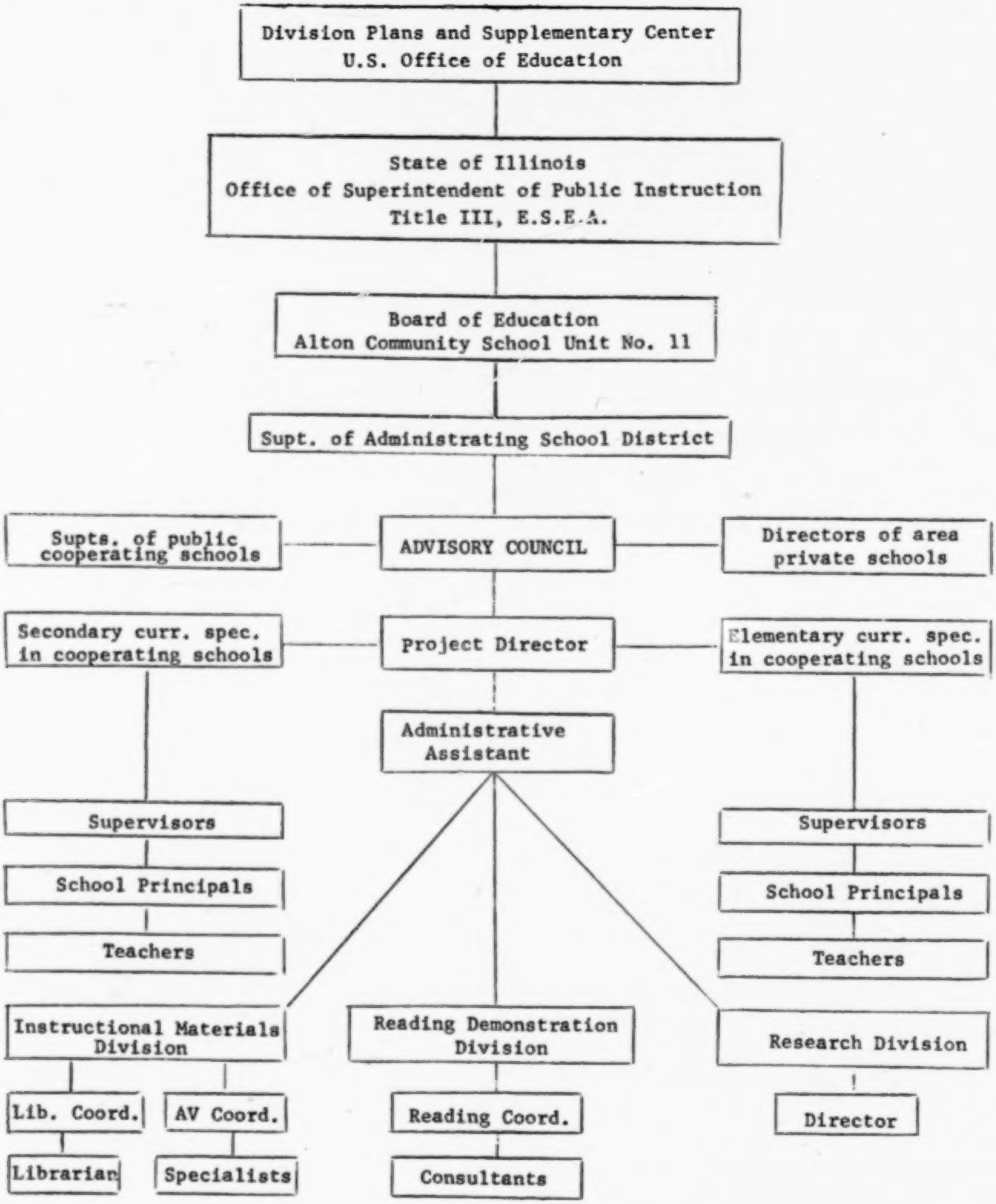
The Center followed the original proposal in using shared time personnel for the positions of Library Coordinator, Reading Coordinator, and Audiovisual Coordinator. The Library Coordinator worked in the Center half time and continued as the Director of Library Services for Alton during the other half time. Alton's Director of Reading shared half of his time with Alton and acted as the Center's Reading Coordinator. The Center's Audiovisual Coordinator acted as half time Audiovisual Director for Alton. The Administrative Assistant was secured from the staff of Alton Senior High School. (See Appendix A for Center Staff Directory.)

The use of shared time personnel as coordinators for the Center, enabled the Director and Administrative Assistant to do planning, selection, and purchasing of equipment and supplies needed for the operational functions of the Center at an early date. This was another important factor in reducing the organizational stage of the Center's development.

Staff openings were advertised in all the participating districts, and the employment of the Center's certificated staff was continued through the summer months of 1967. Two media specialists were employed from the staffs of Junior High Schools in Alton and operated the Center's Audiovisual Lab. A Junior High Science teacher from Alton was employed to serve as a Reading Consultant in Science. He also served as a Math Consultant when required by the Center's programs. The Reading Consultant in Social Studies was selected from the Social Studies Department of Alton Senior High School. An applicant for a teaching position in Alton was selected to serve as the Center's Reading Consultant for English and Literature. This staff member, however, asked to be reassigned to a teaching position in Alton after the first semester of the school year. A Reading Consultant with experience in remedial teaching was secured from one of Alton's Junior High Schools. He specialized in acting as a consultant to the Special Education teachers, non profit schools, and working with remedial programs in the Junior High Schools of the area.

The Center's Librarian had been employed as a librarian in Southern Illinois and was a part time instructor at Southern Illinois University, Carbondale, Illinois. The Center's Research Director had been employed in an administrative position for the public schools in Springfield, Illinois.

The Center followed the modified line and staff chart as seen on the following page.


Division Plans and Supplementary Center
U.S. Office of Education
State of Illinois
Office of Superintendent of Public Instruction
Title III, E.S.E.A.
Board of Education
Alton Community School Unit No. 11
Supt. of Administrating School District
Supts. of public cooperating schools
ADVISORY COUNCIL
Directors of area private schools
Secondary curr. spec. in cooperating schools
Project Director
Elementary curr. spec. in cooperating schools
Administrative Assistant
Supervisors
School Principals
Teachers
Supervisors
School Principals
Teachers
Instructional Materials Division
Reading Demonstration Division
Research Division
Lib. Coord.
AV Coord.
Reading Coord.
Director
Librarian
Specialists
Consultants

The non-certificated personnel for the Center were obtained through Alton's established procedures. The Center had five secretarial positions. Secretaries were provided for the Audiovisual, Library and Reading Departments, the Research Director, and the Project Director and Administrative Assistant.

Two driver-custodians were obtained from within the applicant district. They combined the usual custodial duties at the Center with film cleaning, film inspecting, and film delivery and pickup to the participating schools. The selection of the Center's staff was thus completed by the middle of August, 1967.

The Reading Coordinator was changed from a shared time person to a full time Title III employee at the beginning of the second year. This strengthened the staff of the reading division and increased its services to the participating schools. The trend toward more consultant work within the participating schools can be traced to this staff change.

When the third year of the Center's operation started, several staff changes and reassignments were found necessary. The Audiovisual Coordinator resigned to accept an administrative position in Alton. His position was filled by one of the media specialist from the Center's Audiovisual Lab. The other media specialist in the Audiovisual Lab was called into military service. This specialist was replaced by a shared-time media specialist from Alton's Title I program. The Center's Librarian was shifted to the Audiovisual Lab and became a media consultant for the Center. A shared-time Librarian from Alton was employed to work half time in Title III. The Elementary Reading Consultant resigned and accepted an administrative position in Alton. An elementary teacher from Alton was employed to replace this Reading Consultant. The Social Studies Reading Consultant resigned and accepted a position with Southern Illinois University at Edwardsville, Illinois. The Director of Research resigned to accept an administrative position in Northern Illinois. This reduced the Center capabilities in the area of research. More information on this may be found in the Research section of this evaluation.

These changes in the Center's personnel caused some staff members to assume new roles or alter their existing roles. A decrease in staff and the assumption of new roles by the remaining personnel seems to be an occupational fact of life for Title III Projects throughout the country during their third year of operation.

STAFF POSITIONS OF LEADERSHIP

The Center's Library Coordinator was President of the Illinois Association of School Librarians during 1969-70, and served as an evaluator for the Educational Media Selection Centers Project Survey in 1969-70. She is a member of the Advisory Committee, Department of Instructional Materials, Office of Superintendent of Public Instruction; Library Legislative and Development Committee for the Illinois Library Association; Advisory Council, Graduate School of Library Science, University of Illinois; and she has assisted in workshops for Implementation of Standards conducted by the Office of Superintendent of Public Instruction.

The Media Consultant of the Center has assisted in workshops for Implementation of Standards conducted by the OSPI, acted as a Small Group Discussion Leader on Selection and Evaluation at the combined IASL, IAVA, and IASCD meeting in Chicago during the Spring of 1970, and served on the State School Library Committee for Implementation of Standards.

The Reading Coordinator has served as a member of the Studies and Research Committee of the Illinois Reading Council and is on the Board of Directors of the Madison-St. Clair Reading Council of IRA.

The Reading Consultant for Science was selected to be Director of Region V for the Illinois Science Teachers' Association. He presented part of the program at the Illinois Science Teachers' Meeting at Rock Island in October of 1969. He attended two National Science Foundation Institutes at Northern Illinois University during the summers of 1968 and 1969.

The Reading Consultant for Social Studies was selected and attended the National Science Foundation Institute for Geography and History at Western Illinois University during the summer of 1968. This was designed especially for people engaged in programs related to in-service training.

The Reading Coordinator and three of the Reading Consultants for the Center have assisted Southern Illinois University, Edwardsville, Illinois, in its annual Reading Conferences for the past two years. Two of the Reading Consultants attended training workshops in the use of the audiometer and the utilization of an oral language machine. The staff of the Reading Center attended several training workshops presented in this area covering special areas of reading.

The Research Director served on the State Research Advisory Committee and on the Madison County Curriculum Council. He made two presentations regarding educational innovations to the Southwestern Illinois Association of Supervision and Curriculum Development. The Research Director assisted the Phi Delta Kappa study, "Problems of Beginning Teachers," by designing the survey instrument and helping interpret the data collected. This survey covered 1300 beginning teachers in eight counties in downstate Illinois. (See Appendix E.)

IN-SERVICE TRAINING FOR STAFF

The Project Director set up staff in-service training programs in each of the Center's three broad divisions. The Center's original proposal was perused by the new staff members. Staff meetings were scheduled and the objectives of the Center's proposal were discussed. This in-service was considered necessary to ascertain the staff's understanding of the Center's objectives.

The Director and the Coordinators of each division established in-service criteria for the staff of each division. Companies were contacted and their salesmen demonstrated equipment and instructional materials to the Center's staff. After these demonstrations, the staff met and evaluated the product's potential value to the Center's program. These discussions regarding the merits of material and equipment for the Center's acquisition, assisted in keeping open the communication channels to the staff. Great effort was exerted to keep each area of the Center aware of the activities, problems, solutions, and plans of the other areas. Different staff members were assigned to conduct visitors through the Center and explain the whole concept. This created a catholic staff imbued with enthusiasm for the Center's total program.

The three coordinators established in-service training schedules for their staff members. The staff received training in other divisions, e.g. the Reading Consultants received in-service training in the preparation of instructional materials in the Audiovisual Lab. The staff members supplemented their in-service training at the Center with courses at Southern Illinois University, Edwardsville, Illinois. This was a practice continued throughout the project's existence.

The Project Director initiated another facet of in-service training for the staff. Members of the staff visited other Title III Projects engaged in programs of in-service training similar to that of the Center. Staff members attended local, state, and national meetings pertaining to their fields of specialization.

When staff members returned from visitations or meetings, they reported their observations, discussions, and conclusions at Center staff meetings. Materials, manuals, brochures, etc. obtained from these visitations were routed to the staff members.

The Library Coordinator, with staff suggestions, selected a list of approximately fifty professional magazines for the Center's professional library. These magazines were routed to staff members on a regular basis, according to their fields of interest. This was another up-dating form of in-service provided for the Center's staff.

The Center's Director of Research, assisted with the staff's in-service by providing them with research pertinent to their existing problems. Information regarding the work of CEMREL, ERIC, foundations, and universities of the state and nation were, also, provided by the Research Director for the staff and personnel of the participating schools.

The non-certificated personnel of the Center joined in the staff's in-service training programs with alacrity and enthusiasm. Within a short period of time the secretaries were cross-trained, e.g. the administrative secretary learned to book films, the reading secretary learned to laminate and dry-mount materials. This type of training increased the effectiveness and versatility of the secretarial staff.

The Center's annual evaluations proved to be periods of assessing and evaluating functions. The outside consultants provided the staff with new viewpoints and aspects to ponder. The staff gained new respect for the importance of data, data collecting, data filing, and its utilization in the process of Center evaluation.

In October 1969, the staff previewed and ordered eighteen sound filmstrips on Behavioral Objectives by W. James Popham and Eva L. Baker. These filmstrips provided valuable information which helped the staff in writing objectives and planning programs. Also acquired during the 1969-70 school year were a series of 16mm films titled "Teaching Skills for Elementary and Secondary Teachers" developed by the Microteaching Clinic of the School of Education at Stanford University. The films were useful in demonstrating presentation and questioning skills and methods for increasing student involvement in the classroom. Both the filmstrips and films were also used by participating schools at faculty meetings and training sessions.

The staff of the Center has demonstrated much growth over the past three years. Most of the staff had never conducted an in-service training workshop prior to their employment at the Center. Much of the successful growth of the staff's effectiveness must be attributed to the Center's own in-service training programs and the experience gained in conducting workshops. Their success is indicated by the evaluation forms turned in by workshop participants. (See Appendix C.) These evaluations provided immediate feedback to staff members, and the candid comments from participants enabled the staff to constantly refine the training programs. Staff growth has been one of the solid accomplishments of Title III Projects across the nation. What educational utilization has been made and will be made of this reservoir of training and experience developed by Title III Programs?

When a Center is created, equipped, staffed, and turned into a viable organization providing in-service training to 1700 teachers in a 700 square mile area, this has to be listed as an accomplishment. The survey (described in Part V of this report) of the area teachers in March, 1970, indicates the Center's impact.

ADVISORY COUNCIL

The Center's Advisory Council (see line and staff chart, p. 13) held monthly meetings at the Center. This committee consisted of the superintendent of each participating district or his representative. The non-profit schools were represented in a similar manner.

The Advisory Council assisted the Center's staff in establishing an in-service training program for the project's teachers. They provided film selection committees from their districts to assist in the selection of 16mm films for the Center's library. The participating schools through this committee formed a Title II Film Cooperative and combined it with the Title III Film Library. This committee made recommendations and acted as planning committees to assist the Center in providing workshops for the area's administrators. They provided

school calendars, specific curriculum information, textbook lists, personnel lists, and bulletins to assist the Center in planning its programs.

The Advisory Council designated specific personnel in their schools with which the Center's Consultants could work and plan in-service training sessions at the Center and in the various buildings of the participating schools. The council, when informed of a materials supply problem of the Center, provided materials for their teachers when they desired to produce instructional materials in quantity. This procedure removed a bottleneck from the Center's early days of operation. The Center was planned as an in-service training center and not as a production center. The council, thus, provided an alternative for their teachers who had attended in-service training sessions at the Center and desired to produce instructional materials with their newly acquired skills.

The Advisory Council established procedures for the selection from within their districts of workshop participants to attend in-service training sessions at the Center. This council provided the Center with an invaluable source of feed-back information for more effective utilization of the Center.

The Center's staff has believed since the first year of its operation that a major accomplishment of the Center was the fine spirit of cooperation that developed among the cooperating schools and their administrators.

FINANCES AND LOCAL SUPPORT

The Center adopted and followed Alton's policies and procedures established previously by their Board of Education. Competitive bidding procedures, a long established policy of the Alton Board of Education, were used in purchasing the Center's equipment and materials. The Center's Director arranged to have several companies hold to their bid prices on equipment, which Alton had purchased the previous year. This reduced the equipping stage of the Center's Organizational period to a miniumum of time.

The participating schools were reimbursed by the Center for the pay of substitutes employed to release teachers to attend workshops at the Center. The director established quotas for the participating schools based on their enrollment and workshop's content.

The budget in the original proposal for the Center was reduced by $94,000 before its approval. The Center's first fiscal budget was set at $351,914. Following the Office of Education guidelines the second year's budget was reduced to $272,730. The third year's budget was decreased to $206,950.

The Center received 10¢ per pupil from cooperating schools during the second year of operation to supplement the film library and the Title II film co-op formed by the participating schools. This was an example of local support for the project, which was strongly urged by the Office of Education's guidelines.

In its third year of operation, the Center received $1.25 per pupil from the participating schools. This was necessary for continued operation of the project, as the $206,950 of federal funds was insufficient. One dollar of the $1.25 per pupil was allocated for the Center's general operation and 25¢ was set aside for the purchase of 16mm films for the Center's library.

The Center provided equipment, facilities, and consultants for the assistance of teachers in developing and producing instructional materials unique to their educational situation. The participating schools provided the materials needed to develop these unique instructional aids. These schools provided staff time and mileage for their representatives when they attended Title III Advisory Council meetings, research meetings, and film selection committee meetings. These are further examples of local support provided by the participating schools for the Center's operation.

During the third year of the Center's operation, the participating schools agreed to maintain the 16mm film library and to continue it into a fourth year. This would be done by local support. They drew up by-laws for their film cooperative and it begins operation July 1, 1970.

ADMINISTRATIVE WORKSHOPS

The Center, following through on feed-back from the Advisory Committee, provided a workshop with the theme - "The Educational Scene - Its Implications for School Public Relations." This workshop was presented to the area school administrators on May 12, 1969. (See Appendix D for program and evaluation.)

With the passage of legislation defining duties and functions of elementary principals, a workshop on that topic was sponsored by the Center. For the program presented and the tabulated evaluation. (See Appendix D.)

On February 26, 1970, the Center introduced a new game for school administrators - "Instant Verdict." A local judge used as his topic, "Gault Rights and Court Decisions Important to School Administrators." Then the administrators played "Instant Verdict" - questioned the judge and received an opinion. (See Appendix D.)

The suggestions listed on the Participant Reaction Questionnaire for the Principal's Workshop of December 2, 1969, (see Appendix D) provided the basis for the Administrator's Workshop presented on May 8, 1970, at the Center. The premises of the ungraded school were explored in a morning session for elementary school administrators. The afternoon session was devoted to the pros and cons of modular or flexible scheduling in junior and senior high schools.

DISSEMINATION

The pressing need for change in our educational systems no longer permits us to wait for innovations to be diffused by accidental or incidental processes. Thus, the Center sought to follow a purposeful and systematic approach to dissemination; one which included the general techniques of telling, showing, helping, involving, training and - when requested - intervening. All professional staff of the Center were involved to varying degrees in the dissemination efforts.

In a program which takes in-service training as its major premise, dissemination of information becomes an inherent part of that program. At the Center workshops, conferences and consultant services were major means of training; these are, after all, strategies of dissemination. Most of the activities described under Programs in Chapter IV of this report indicate the extent to which efforts were made to disseminate information regarding instructional materials, reading and educational research to educators in the participating schools.

However, the attempt to inform the 1700 area teachers, other Title III staffs, educators, and the general public of what was happening at the Center was another matter. The competition for a teachers attention is so great that many printed materials quite often go unread into the wastebasket. In order to overcome this difficulty the Center staff attempted to disseminate information about its programs in a "catchy" format, and to say as much as possible in the least amount of space. The media that were used to disseminate information about the Center were the printed word and a slide-tape presentation.

Some measure of the effectiveness of dissemination through the printed word may be found in Item 4 of Table XVII on page 79 of this document. The data indicates that 85% of the respondants remember receiving newsletters, bulletins and brochures. However, only 2% of the respondants said they had not received newletters, brochures and bulletins.

The most volumnious attempt to disseminate information about the Center's activities was the Newsletter. (See Appendix E for a sample.) Eighteen issues were published during the three years of the project. Distribution included copies to each of the 1700 teachers served by the Center, the school board members in the consortium, the state and federal education offices, and 300 other Title III Projects. The newletter included announcements of future workshops and activities of the Center, lists of new materials that were available such as 16mm films, and recorded the more important programs that took place through the efforts of the Center staff.

Another dissemination device in a print format were two brochures. The first, printed in October, 1967, was used primarily to acquaint teachers in the participating schools with the services and staff of the Center. 2500 copies were distributed. The second brochure, printed in September, 1969, stressed the in-service training aspect of the project. It was used to inform new teachers and remind veteran teachers that the Center was available to them. Two thousand copies were distributed. A copy of this brochure is included in Appendix E.

Local newspapers were cooperative in providing coverage of Title III news. Editors were especially receptive to articles in which teachers from their community were mentioned by name. A full page feature story of the Center with photographs was printed by one of the local papers, and numerous other articles about specific events were printed. Samples of these appear in Appendix E.

To expedite the dissemination process to organizations and individuals outside the Title III area, the Project Director designed a Dissemination Memo and form letter. (See Appendix E.) These forms were mailed to 350 educational organizations, mainly other Title III Projects, and provided an easy method for them to have their names added to the Center's mailing list to receive newsletters, brochures and bulletins. At the same time the other Title III projects were requested to place the Center on their mailing lists. During the three years of operation brochures and newsletters sent to educational agencies outside the consortium totaled approximately 850.

In view of the importance the Center's objectives placed on audiovisual materials, it was only natural that they be used for dissemination purposes. Therefore, a slide-tape presentation illustrating the Center's programs was developed. The format consisted of 120 slides projected simultaneously from two carousel projectors, one of which was equipped with a polarizing wheel to provide animation to some of the slides. These slides and the accompanying twenty-minute taped narrative explained and demonstrated all of the Center's programs in action.

The presentation was shown at 40 meetings of community agencies to give a general overview of the project and was usually followed by a question and answer period. The slide story was also occasionally shown to visitors whose time was limited to give them a quick account of the programs and activities.

As with many Title III programs, showing visitors through the Center constituted a large part of the dissemination activities of this project. Visitors usually toured the entire Center and had the programs explained to them by the Project Director and staff members from each department.

A listing of all the various groups who visited the Center would be too lengthy to provide here. However, the following table is an attempt to enumerate the visitors from several broad categories.

TABLE I

VISITORS TO THE CENTER
1967 - 1970

Members of civic organizations	75
Students from college teacher-training classes	150
Educators outside the consortium	166
ESEA Title I teachers outside the consortium	49
Other ESEA Title III staff members	25
Student librarians	79
Others	50
Total	594

The preceding table does not include visitors to the three open houses held at the Center. The first Open House occurred in October, 1967, and included a ribbon cutting ceremony. Approximately 500 persons toured the Center at that time. Open House was also held in September 1968, and 1969 for all new teachers in the area. About 130 teachers toured the Center on each of these occasions.

Another type of dissemination activity that was used frequently, was staff members attending meetings of interested groups and telling them about the Center. A main objective of this activity was to gain local support for the Center after federal funds expired. The program usually included the slide-tape story of the Center.

Over the three year period various staff members met with most of the Parent-Teacher Organizations and Mothers Clubs in the area, Rotary Clubs, Chambers of Commerce, church groups in the communities served by the Center, and professional educational organizations such as Phi Delta Kappa and Delta Kappa Gamma. Through this coverage the value of the Center's activities was made known to almost every influential person in both the professional and business communities of the area.

PROGRAMS

IV. PROGRAMS OF THE CENTER

For purposes of clarity and simplification, the programs of the Instructional Materials, Reading and Research Departments, are treated separately here. However, the original concept of the project was to be an Instructional Materials Center supported by a Reading Laboratory and a Research Department; therefore, staff members from each department were involved in the various programs whenever it was appropriate. An example of this cooperation would be the Center services to community agencies that usually involved more than one department. These agencies (listed in Appendix F) received assistance from the Center staff in selecting and using materials for teaching reading, selecting instructional materials for purchase, and producing audiovisual materials. For a chronological overview of Center workshops see Appendix G.

INSTRUCTIONAL MATERIALS

The importance of a wide variety of good quality instructional materials in today's progressive teaching program must be recognized by educators. Methods and materials, once successful in the classrooms of the past, are inadequate in the technological setting of the world today. Teachers are experiencing the need to adopt improved procedures and materials to reach the minds and stimulate the thinking of youth in the light of today's communication technology.

The process of strengthening the effectiveness of a faculty cannot be left to chance. Comprehensive programs for in-service education of teachers in the use of media are needed. The primary function of the Instructional Materials Division, which consisted of the Audiovisual Department and the Library was to provide just such programs.

AUDIOVISUAL

The primary objective of the Audiovisual Department was to upgrade education in the Title III area by improving the teacher's skills in developing and using audiovisual materials and equipment. Considerable emphasis was placed on developing the skills and attitudes necessary to enable the teachers to prepare tailor-made instructional materials utilizing the wide range of resources available in the local area.

Activities initiated by the Audiovisual staff, to accomplish this objective are described below.

WORKSHOPS HELD AT THE CENTER

The Audiovisual staff has planned and carried out 85 all-day workshops in which nearly 900 teachers were involved. (See Table II for a breakdown by districts.) Somewhat less than 900 different teachers were served, however, due to the fact that a number of teachers participated in more than one workshop. The districts were reimbursed by the Center for substitute teacher pay. The workshops were designed to give the participants a level of skill sufficient to enable them to produce effective audiovisual materials and to use the equipment creatively. The instructional method involved a period of discussion and demonstrations in which the teachers were given the required information followed by a period in which the participants were given ample time to practice the demonstrated techniques.

Workshops featured bulletin board construction, effective use of the overhead projector and transparency production techniques, mounting and laminating, lettering techniques, using 16mm films in the classroom, using the tape recorder, and photographic techniques. (See Appendix H for samples of workshop programs and forms.)

TABLE II

PARTICIPANTS IN AUDIOVISUAL WORKSHOPS HELD AT THE CENTER

1967 - 1970

District	Elementary: Kindergarten - 6							Junior High	Senior High	Lib'ns AV - IM	Admin.	Special Areas*	TOTALS
	K	1	2	3	4	5	6						
Alton	11	18	32	31	27	29	28	55	27	7		21	286
Bethalto	2	8	20	6	10	10	6	9	5	1		1	78
East Alton Elementary	8	12	11	12	14	9	6	11				6	89
E.Alton-Wood River H.S.									2	1			3
Jerseyville	10	20	7	17	10	3	4	12	29	4	1	10	127
Roxana	3	9	13	9	10	10	10	17	26	1		6	114
Southwestern	1	12	8	15	14	12	12	4	8	1		3	90
Wood River Elementary	4	7	10	12	11	9	17	29		4		2	105
Parochial & Private	2	3	2	2			1	4	3	5			22
TOTALS	41	89	103	104	96	82	84	141	100	24	1	49	914

* Music, Art, Phys. Ed., Special Ed. teachers, and Counselors

In addition to the day-long workshops held during the school year, week-long workshops were held during the summers of 1968 and 1969. Attendance was on a voluntary basis and no teacher pay was involved. These were largely unstructured workshops in which the teachers were given the opportunity to work with all of the techniques and equipment in the Audiovisual Lab to prepare any teaching materials they desired. Twelve workshops were held during the two summers with a total of 161 teachers participating. (Table II on page 29 is a breakdown by districts. (See Appendix H for summer workshop announcement and enrollment form).

WORKSHOPS HELD IN SCHOOL BUILDINGS

Due to the limited funds available for substitute teacher pay, it soon became apparent that if the Audiovisual Department's programs were to reach most of the teachers in the Title III area, a system of workshops other than the ones held at the Center were needed. Accordingly, the Audiovisual staff arranged for workshops to be held in the individual school buildings. The staff transported the required equipment and materials to the schools and worked with the teachers during their free period or whenever time off from classes could be arranged. The staff worked with 816 area teachers during 76 workshops in the buildings involving the same range of techniques covered by the workshops held at the Center. (For a breakdown by districts see Table IV.)

INDIVIDUAL TEACHER IN-SERVICE

From the outset, teachers were informed that the Audiovisual Department's equipment and staff know-how were available to them anytime the facilities were not being used for workshops. Teachers were required to supply the necessary materials but were allowed to use the equipment to make instructional materials in any quantity they desired. A staff member was always available to assist the teacher in whatever skills were needed. Individual teacher in-service was utilized by approximately 350 teachers covering areas such as making color slides

TABLE III

PARTICIPANTS IN WEEK-LONG AUDIOVISUAL WORKSHOPS

Summer 1968 Summer 1969

District	Elementary: Kindergarten - 6 K	1	2	3	4	5	6	Junior High	Senior High	Lib'ns. AV - IM	Admin.	Special Areas*	TOTALS
Alton	6	20	12	7	8	3	8	6	4			2	76
Bethalto	2	2	1	3	2	2			1				13
East Alton Elementary	1	4	3	1	1			3				1	14
E.Alton-Wood River H.S.													
Jerseyville		1			1				1			1	4
Roxana		5	1	2	3	2							13
Southwestern	3				2								5
Wood River Elementary		1		2	1	2	2	3					11
Parochial & Private		4	4	3	3	3	1	3	2			1	24
TOTALS	12	37	21	18	21	12	11	15	9			5	161

* Music, Art, Phys. Ed., Special Ed. teachers, and Counselors

TABLE IV

PARTICIPANTS IN AUDIOVISUAL WORKSHOPS HELD IN SCHOOLS

1967 - 1970

District	Elementary: Kindergarten - 6 K	1	2	3	4	5	6	Junior High	Senior High	Lib'ns. AV - IM	Admin.	Special Areas*	TOTALS
Alton	4	13	16	11	11	15	13	37	2		1	8	131
Bethalto	8	16	14	14	13	13	14	13	44		2	1	152
East Alton Elementary		6	7	7	6	3	2	11			1	2	45
E.Alton-Wood River H.S.													
Jerseyville	9	18	16	17	15	20	15	31	29	1	6	16	193
Roxana	8	16	20	17	10	11	9		12	1	2	10	116
Southwestern	6	15	15	10	11	10	10		29				106
Wood River Elementary	3	3	5	6	5	5	4	7		2	4	5	49
Parochial & Private		2	3	1	3	3		9			2	1	24
TOTALS	38	89	96	83	74	80	67	108	116	4	18	43	816

* Music, Art, Phys, Ed., Special Ed. teachers, and Counselors

from pictures in books and magazines and art prints, making black and white prints which included using the camera, developing film, and printing the pictures, mounting and laminating, using the 16mm projector, previewing films, producing overhead transparencies, using the tape recorder, making super 8 films both feature films and single concept, and producing multi-media instructional units.

The number of teachers coming in on their own time for work on individual projects was a continuing source of dissappointment to the A-V staff. Comments from teachers indicated that the Center's hours (8:30 in the morning until 5:00 in the evening) did not allow them time enough to use the facilities after school. Accordingly, during the second year, the staff decided to keep the Center open until 9:00 on Wednesday evenings during the months of March and April. The attendance at these evening sessions was disappointing to the extent that the evening hours were dropped.

During the second half of the third year, an attempt was made to encourage teachers to plan and prepare multi-media instructional units. Teachers were asked to plan their unit and schedule a date with the Center. The Center provided pay for a substitute so that the teacher could spend the day in the A-V Lab preparing a variety of materials. Seven people took advantage of the full day individual teacher workshops.

CURRICULUM PROJECTS

The Center's staff decided that during the third year of operation (1969-70), the activities should be shifted in the direction of developing specific curriculum materials to serve as model units. These units would be available for area teachers to evaluate and use or further develop as they saw fit. A list of the units, the staff felt would be beneficial, was prepared and printed in the form of a survey. Teachers were asked to sign-up for projects they would be willing to help develop. The Audiovisual staff undertook the development of a Local Government project, a Bicycle Safety project, and an Environmental Quality project. These projects are in various stages of completion at the present time but all have provided materials to form a nucleus around which area teachers can build effective teaching units.

SERVICES

Though the primary function of the Audiovisual Department was to provide in-service education for the area teachers, the availability of specialized equipment not otherwise available in the area has resulted in requests for a wide variety of services from area schools and other non-profit organizations. Some of the services provided by the Audiovisual Department are listed below:

A. Produced 2 x 2 slide sets.
   (1) Alton High School orientation program.
   (2) Duplicates of art slides for the Alton Art Department.
   (3) Slides from landscape drawings for the Alton Park Department and Pride, Inc.
   (4) Slide series for the Wood River High School printing department.
   (5) Copy, with the permission of Illinois Bell Telephone Company, the slide series "Illinois Heritage" and the slide series "Illinois History in Paintings".

B. Made 11" x 14" black and white study prints.
   (1) Alton Social Studies program for kindergarten through third grade.
   (2) Approximately fifty black and white pictures for a booklet prepared by Special Education District Region III in a teacher recruitment program.
   (3) Pictures of Alton Title I Special Reading Classes for a Title I report to the State Department of Education.

C. Duplicated Audio tapes.

D. Provided consultant services for the purchasing of equipment and supplies by area school personnel.

Table V on the following page indicates the number of teachers by district and grade level who used these services during the Center's three years of operation.

TABLE V

AUDIOVISUAL SERVICES TO TEACHERS

1967 - 1970

District	Elementary: Kindergarten - 6							Junior High	Senior High	Lib'ns. AV - IM	Admin.	Special Areas*	TOTALS
	K	1	2	3	4	5	6						
Alton	8	11	12	9	5	5	6	29	16	3	11	12	127
Bethalto	3		5	3	2	2		9	7		6		37
East Alton Elementary	3		3	2	3			6			2	5	24
E.Alton-Wood River H.S.									3				3
Jerseyville									9		2		11
Roxana	4	2	3	2	3	4	2	5	8		5	2	40
Southwestern	4	3	1	3	2	2	4		12				31
Wood River Elementary	2	4	3	3	4	1	1	6		2		4	30
Parochial & Private		2	4	3	2	2	4	2	32				51
TOTALS	24	22	31	25	21	16	17	57	87	5	26	23	354

* Music, Art, Phys. Ed., Special Ed. teachers, and Counselors

THE FILM LIBRARY

In terms of teacher use, probably the most effective service provided by the Audiovisual Department has been the 16mm film library. Prior to the advent of the Title III Center, only the teachers in the Alton School District had access to local film service. Most of the other area teachers were limited to rental films and free films distributed by commerical or governmental organizations. In many instances, the available films were very difficult to obtain and had to be booked months in advance of the planned use time. The rental films were also expensive which greatly restricted their use. The easy availability of films from the Center's film library has resulted in greatly increased use of instructional films in the area classrooms. The Center is currently booking more than 10,000 films per year. (See Appendix H for film booking forms).

The following table give the film bookings by months for the three years of the Center's operation:

TABLE VI

TITLE III FILM BOOKINGS

School Year	1967-68	1968-69	1969-70	Total
September	-	950	1,136	2,086
October	11	1,195	1,438	2,644
November	314	1,026	964	2,304
December	448	843	804	2,095
January	619	1,194	1,024	2,837
February	716	1,214	1,236	3,166
March	694	1,084	1,046	2,824
April	596	1,187	1,106	2,889
May	640	966	1,100*	2,706
June-July-August	311	350		661
Total	4,349	10,009	9,854	24,212

* May, 1970 Data estimated

During the first year, the films available were in the areas of social science and humanities. In addition to the above, there were a few teacher training films covering Audiovisual subjects such as Bulletin Board Construction, Mounting and Laminating, and Use of the Overhead Projector and Tape Recorder. The second year saw the film collection grow to 644 titles with the addition of films in the areas of science, math, home economics, industrial arts, driver education, family life, sex education, health, and guidance. Additional films were added during the third year to bring the collection to 761 titles.

Member districts contributed ten cents per pupil during the second year and twenty-five cents per pupil during the third year toward the purchase of films. The Center has participated in the ESEA Title II Film Cooperative for the past three years and has just received the fourth grant. The total amount of Title II funds used to purchase films is approximately $43,000.

All of the eight districts, involved in the Title III project, have entered into a Cooperative to continue the film library services. Each district has agreed to supply funds equal to $1.50 per student to defray the operating cost and provide for the gradual growth of the facility.

CLOSED CIRCUIT TELEVISION

The original proposal for this project envisioned a mobile closed circuit television unit housed in a small van. The equipment was to have been operated by a staff of three educational television specialists consisting of a producer-director, a television engineer-technician, and a driver-cameraman. This phase of the project was not approved but permission was granted for the expenditure of funds to purchase a limited amount of equipment for a pilot program to determine the needs and feasibility of closed circuit television in the area. For this purpose, the Center purchased a closed circuit television camera, a one inch video tape recorder, and an eighteen inch monitor. The Audiovisual

Coordinator, who had no previous television experience or training was assigned to operate the equipment and was sent to the Ampex School at Des Plaines, Illinois for one week of training.

Teacher response to the closed circuit television program was very slow in the beginning, but interest was gradually built up through Newsletter items, workshops, and committee meetings. During the first year, the equipment was used to tape in-service training sequences for Center workshops, basketball scrimmages, basketball clinics, a visit by a foreign exchange student at Central Junior High School in Alton, teacher self-evaluation, speech classes, choral reading, a senior class play, an I.T.A. demonstration, and a reading class. Interest began to grow as teachers became aware that it not only had the ability to record the action and sound simultaneously but also to play it back immediately.

The system was improved early in the second year with the purchase of a second eighteen inch monitor, an eight inch monitor for a camera viewfinder, a 25-100mm zoom lens, and two highly sensitive microphones.

During the second and third years the C.C.T.V. equipment was used extensively for teacher self-evaluation with the Flanders-Amidon rating scale, and an increasing number of classroom and public relations activities.

During the month of November 1969, the C.C.T.V. equipment was used to televise speech classes at one of the participating high schools. As a student presented his speech, it was recorded on Video tape and immediately played back for the student's observation as he listened to the teacher's critique. This was done for three different speech classes and involved eight class sessions for two of the classes and two class sessions for the other class, for a total of eighteen class sessions. At the completion of the Video taping, the students were asked to evaluate the effectiveness of C.C.T.V. in improving their speaking skills. The results of that survey are tabulated on the next page.

TABLE VII

STUDENT RESPONSE TO C.C.T.V. QUESTIONNAIRE

Question	Student Response YES	NO
1. Do you feel, that using C.C.T.V. to replay speeches immediately following their presentation, is helpful to you?	86	14
2. Do you notice, that you are more receptive to your instructor's critical comments when you have watched your speech replayed on C.C.T.V.?	84	16
3. Do you have more desire to improve your speech presentation skills after viewing replays of your speeches on C.C.T.V?	84	16
4. Do you feel that by using C.C.T.V. for replays of your speeches, you would be able to improve your presentation skill more rapidly than by your regular method?	81	19
5. Do you believe it would be helpful to speech students, if they had a practice room with C.C.T.V. for replaying their speeches before they presented them in class?	94	6

Throughout the three-year period, two factors tended to reduce the possible use of the C.C.T.V. System. One was the fact that no special crews were available for its operation and thus the C.C.T.V. program was in competition with the other Audiovisual Department activities for staff time. The other limiting factor concerned transportation of the equipment. The film delivery van, which was the only means of transportation, was available on Tuesdays and Thursdays only. C.C.T.V. use was thus, for the most part, limited to two days per week.

DEVELOPMENT OF INSTRUCTIONAL MATERIALS

One function of the Audiovisual Department was to develop instructional materials for specific teaching situations where suitable materials were not available commercially. In fulfilling this need, the staff has developed the following materials:

A. A 2 x 2 slide set consisting of 120 slides of points of historical interest throughout the Alton Area. It is planned to produce three filmstrips from these slides.

B. Six packets of 11" x 24", mounted, black and white study prints of historical sites in the Alton Area. Each packet contains fifty-five prints. Both the print sets and the slide set were designed primarily to be used for a fifth grade Alton Area History Unit taught in the Alton public schools. Teachers in other area schools have also found them useful.

C. To aid in the dissemination of the Center's programs the Audiovisual Department designed and produced a 2 x 2 slide story.

D. The Audiovisual Department, in cooperation with the Reading Department, has developed a game, modeled somewhat after the television game "Concentration". This game stresses the recall and association of facts, and the development of memory. Programs can be constructed that pertain to practically all areas of the curriculum.

MAJOR ACCOMPLISHMENTS AND FAILURES OF THE AUDIOVISUAL DEPARTMENT

The workshops held both at the Center and in the schools were singularly successful in terms of the statements by participants in evaluating the effectiveness of the presentations. With very few exceptions, the participants were very enthusiastic and complimentary in their evaluative statements. However, the programs failed to attract many of the teachers in the Title III area. This is particularly true of junior high and senior high school teachers.

The procedure for selecting teachers to participate in workshops did not work well. Each district was assigned a quota based on the number of students in the district compared with the total number of students in the project area. Before each workshop, an announcement was sent to the district administrator advising him of the type of workshop, the date and number of teachers to send, and the materials the teachers should bring with them. The busy administrators, very frequently, did not select teachers who could best benefit from the program offered and often did not adequately inform the selected teachers about what the workshop was to cover or what they should bring.

Probably the most important accomplishment, in terms of long range change in teacher behavior, was to make the area teachers aware of the benefits to their educational programs that can be derived from the use of audiovisual materials. A number of teachers have voiced the comment, "you have really made us AV conscious". This should result in better use of existing materials and equipment and evaluation, selection, purchase, and use of additional materials and equipment as teachers implement more media into their educational programs.

The film library has been extremely successful from the beginning and is now booking approximately one thousand films per month. However, additional in-service work is needed with some teachers to improve the effectiveness of classroom film utilization.

The outstanding failure of the Audiovisual Department has been to attract teachers, in significant numbers, to use the Centers facilities on their own time. They use materials produced and supplied by the Center staff but are generally reluctant to give up their own time for the planning and preparation of materials. This experience seems to indicate that if the area teachers are to prepare tailor-made materials for integration into the curriculum, to a significant degree, the districts will need to provide released time for teachers to plan and prepare the materials or provide staff specialists and a production facility to do the job.

The Audiovisual Department maintains extensive files of commercially available instructional materials and equipment. These files are available to area teachers for comparing and selecting materials for purchase by their district. The department has supplied product information to representatives of several of the districts for the purchase of equipment to establish satellite instructional materials centers. (See Appendix H for photographs of a center.)

LIBRARY

THE LIBRARY PROGRAM

The main objective of the Library Department was to promote media integration into the curriculum as an integral part of the whole learning process by bringing together teachers and materials to enable them to evaluate and adopt these materials and methods for classroom use.

The programs described here are all related to this objective - some directly and some indirectly for promotion of media programs.

WORKSHOPS

What Makes an Instructional Materials Program Work. To develop the philosophy that an Instructional Materials program (library-audio-visual) cannot be successful without the support and understanding of the principals,a workshop involving 33 principals was held. Viewpoints as to their role were presented by an elementary school principal, a librarian and a library coordinator. This articulation should have included classroom teachers as was originally planned but was not implemented because of scarcity of substitutes. The response from principals was excellent - both in attendance and to the program. They indicated, however, that this should have been a communication with classroom teachers.

Instructional Materials Centers - Jerseyville. As a followup for the ibrary oordinator serving as consultant for planning of facilities for three elementary IM Centers at one of the area schools, a series of three workshops was held. The first in the series was a general overview of What Makes an IM Center Work. The purpose was to indoctrinate teachers and administrators into what to expect from an IM program. The second in the series was on Evaluation and Selection of Materials. The third in the series involved teachers and librarians working as a team for planning curriculum units. Results from an opinionaire administered to teachers at the beginning of the series of workshops indicated that it was a leading questionaire. Therefore, any conclusions would not be valid.

Cataloging Non-Print Material. Factors and techniques for cataloging non-print materials was the topic of an in-service program presented to sixteen area librarians and audio-visual specialists. Problems of classifying and shelving non-print materials were discussed. A Guide for Purchasing and Processing Instructional Materials, our Title III publication; Cataloging Manual for Non-Book Materials, University of Michigan; and Standards for Cataloging, Coding and Scheduling Educational Media, DAVI were used as source materials. A spin-off from this workshop was requests for individual staff consultation in the various school media centers. Another benefit was the communication between librarians and audio-visual personnel. Some of these persons had not communicated within their own buildings.

Bibliotherapy. The process of developing understanding of individual student's problems is the concern of the classroom teachers, guidance personnel and librarians. Librarians have consciously or unconsciously applied the principles of bibliotherapy to some degree. A workshop to explore the potentials of cooperative efforts by teacher, counselor and librarian lead to discussion of what application could be made of bibliotherapy, development of a program for individual students, and communication with potential drop-outs. Teachers and librarians attended this workshop. The participants agreed to expand on this program with students. Because of staff and time factor this program was dropped.

Library Clerk Workshop. Library clerks have become an important addition to support the professional library staff. A two-day training session for library clerks included library terminology, organizing shelf list and card catalog, filing rules, ordering procedures, processing procedures, working at the circulation desk, library atmosphere. Interestingly enough, two beginning librarians attended these sessions.

Evaluation and Selection. Early in the project the Library Department began to emphasize the importance of careful evaluation and selection of materials to teachers. A workshop concerning how to evaluate both print and non-print materials was held after school. Participants spent some time evaluating materials from the display area. A more detailed description of evaluation and selection activities is given later in this report.

Listening. According to the teacher survey there was a definite interest in the area of listening. A task group met and developed objectives for a series of meetings. The purpose was to develop an awareness of the importance of listening by students and teachers by identifying and making a composite listing of listening situations in the classroom, identifying difficulties confronted by teachers and students in listening situations, and using methods to correct these problems with listening. Representatives from the NEXTEP program, S.I.U. provided the direction and models for listening skills. In addition to the eight persons who participated in the four workshops, packets of materials on listening were sent to 167 teachers. The packet contained ideas, games and activities for improving listening skills.

Bridging the Gap. An in-service program to provide a common ground for a dialogue between junior and senior high English teachers within the Alton Schools was held. In the half-day session teachers discussed and compared junior and senior high English curricula. Specific areas included individualized literature programs, composition requirements, grammar and its repetition from year to year, and spelling. Participants indicated that they had a much better understanding of their own teaching assignments as they related to the whole English curriculum.

Creative Writing. Six junior and senior high English teachers participated in the Creative Writing Task Group. Its purpose was to explore new ways to get students to write more creatively. General objectives for a writing program were established. These included establishing a definite amount of writing required of each student, grading students' writing for content rather than grammar, and using film, visuals and recordings to demonstrate literary concepts. Each teacher adapted the objectives to fit his own teaching situation. Several ideas for interesting writing assignments were developed and tested and films were previewed for possible use. The participants felt that the program helped them in teaching students to write more creatively.

How Does a Film Mean? A workshop for junior high English teachers was concerned with film as an art form and educational film. Teachers previewed several "art" films and discussed various ways they could be used in the classroom. Educational films for teaching English literature were also previewed and discussed. The films used were from the Center's film library and the workshop helped acquaint teachers with what was available to them.

Dynamic Poetry. Materials for making poetry more exciting for students were demonstrated and evaluated at a workshop for junior high English teachers. These materials, prepared by the staff and area teachers, consisted of transparencies of concrete poems, typographical poems, and popular song lyrics; tapes of student poetry; and a combination of poems and pictures from magazines. Participants were shown how to make the transparencies and made copies of those they desired. The workshop was so well received that it was repeated for senior high English teachers.

The Library Coordinator also assisted in planning and participated in a number of subject area workshops in cooperation with department heads and other Title III staff members. These included:

1. A series of workshops on Junior High Social Studies Curriculum development.
2. From Reading Skills to Reading Interests - A cooperative effort for English and reading teachers and librarians to combine programs for reading skills and reading interests.

3. Methods, Materials, Motivation - An introduction to the Center emphasizing how the library and reading programs intertwine.

4. Reading Through Literature - The library and its role in literary appreciation.

5. Modern Multilevel Materials - The relationship between reading skills and reading for fun.

6. Enriching Reading in the Primary Grades - The librarian's role as a storyteller and the importance of storytelling by the teacher.

7. Program in American Literature for the Under-Achiever - Searching out supplementary low vocabulary, high interest materials.

8. Tutoring Program - Emphasis on materials for slow readers, reading aloud to these students and other methods of enticing them into reading.

Table VIII indicates the number of participants at these workshops.

Table VIII

PARTICIPANTS IN WORKSHOPS CONDUCTED BY THE LIBRARY STAFF

1967-1970

District	K	1	2	3	4	5	6	Jr. High	Sr. High	Lib'ns AV - IM	Admin.	Sp. Areas*	TOTALS
Alton	2	1	1	1	4	4	5	48	26	12	15	2	121
Bethalto								1		1	8		10
East Alton Elementary			3	2	1			3			1		10
East Alton-Wood River High School													
Jerseyville	4	10	10	7	7	7	4	5	3	4	14	6	81
Roxana		1	4	2	2	1		1	1	9			21
South-western	1	4	4	5					1	2	3		20
Wood River Elementary			4					3		2	3	1	13
Parochial & Private			1	1		1		3	1	3	2		12
TOTALS	7	16		18	14	13	9	64	32	33	46	9	288

*Music, Art, Phys. Ed., Special Ed. teachers, and Counselors

SERVICES

Selection and Evaluation of Materials. Two types of materials evaluation and selection programs were carried on during the three years - formal and informal. The formal book selection clinics, involving 125 teachers and librarians, gave guidelines for selection as well as on-the-spot evaluation.

The Illinois Reading Service conducted two book selection workshops. The Library Coordinator served as coordinator and participant in these programs. Approximately 200 teachers, school and public librarians, and administrators participated in these workshops.

Books-on-Exhibit were on display twice a year since the beginning of the project. These collections for grades K-12 were available for some of the formal workshops mentioned above and for individual selection and evaluation.

The most popular exhibits in the display area were two paperback collections held at the Center. After the 1200 titles were on display for two months, the books were sold to librarians and teachers for personal or school use.

The library staff has maintained a revolving collection of new materials in the evaluation and selection area. These books are obtained from approximately fifteen publishers on a complimentary basis, service plan, and purchase. There was also a permanent collection of 500 books including Caldecott and Newberry award winners, classics, poetry, high-interest low vocabulary editions and reference books. Special collections were obtained upon request for evaluation for curriculum groups, and workshops in the other Center areas.

Non-print materials include samples of new filmstrips, sound filmstrips, recordings, super 8mm loop films, study prints and transparencies. Several producers furnished materials regularly in conjunction with subject area workshops and for curriculum revision committees.

The original plan was to organize an evaluation committee on a permanent basis. As materials were added they would have been evaluated and recommended or not recommended for purchase by a committee of teachers and librarians. Because of the reluctance of teachers to participate after school and the feeling that this was not an in-service program, substitutes could not be supplied, this committee did not function as planned. The Title III library staff evaluated materials with assistance from area librarians and teachers on an individual basis. Some materials were sent to teachers for evaluation after use in the classroom.

The following table shows the number of persons who evaluated and selected materials for a specific purpose. In addition, practically all of the participants in every workshop held in the Center spent time in this area. We were fortunate that enough space was planned for effective display of materials and free movement of people.

Table IX

EVALUATION AND SELECTION OF MATERIALS FROM THE DISPLAY AREA

1967-1970

District	Primary	Intermediate	Jr. High	Sr. High	Lib'ns AV - IM	Admin.	Sp. Areas*	TOTALS
Alton	36	68	20	75	141	21	60	421
Bethalto		33			4		7	44
East Alton Elementary	6	9	6		3		1	25
East Alton-Wood River High School								
Jerseyville	6	30	15	10	4		5	70
Roxana	30	42	9	6	9			96
Southwestern	6	10			3			19
Wood River Elementary	15	10			3			19
Parochial & Private	15	35		9	18	4		81
TOTALS	114	237	65	100	188	25	73	802

*Music, Art, Phys. Ed., Special Ed. teachers, and Counselors

Consultant Service

One of the original objectives of this project was to assist administrators and librarians in the development of Instructional Materials Centers and in developing present libraries into comprehensive learning centers. The Library Coordinator acted as consultant in the planning for three elementary and one high school IMC's in one district. (See Appendix I for pictures of one IM Center.) This involved drawing plans for placement of furniture, equipment, listening and viewing areas; writing bids; and consulting with administrators and librarians about organization of materials. Recommendations were made for staff needs and writing of job descriptions. A follow-up to this program was a series of workshops for teachers in the use of these IMC's.

Consultant services were also provided for:

1. Organization and cataloging of collections at two non-public elementary schools.
2. Cataloging non-print materials and arrangement of facilities at one non-public high school.
3. Organization of collections and arrangement of equipment and facilities at five elementary and one high school.
4. Preparing bibliographies for individuals, specific subject areas, and special collections, i.e. professional library, creativity, gifted programs, special education.
5. A school district IM staff preparing a three year plan and recommendation for a coordinated IM program.

The chart on the following page indicates the types of personnel who were involved in the planning of facilities and programs.

Table X

CONSULTANT SERVICE FOR PLANNING
INSTRUCTIONAL MATERIALS CENTERS FACILITIES AND PROGRAMS

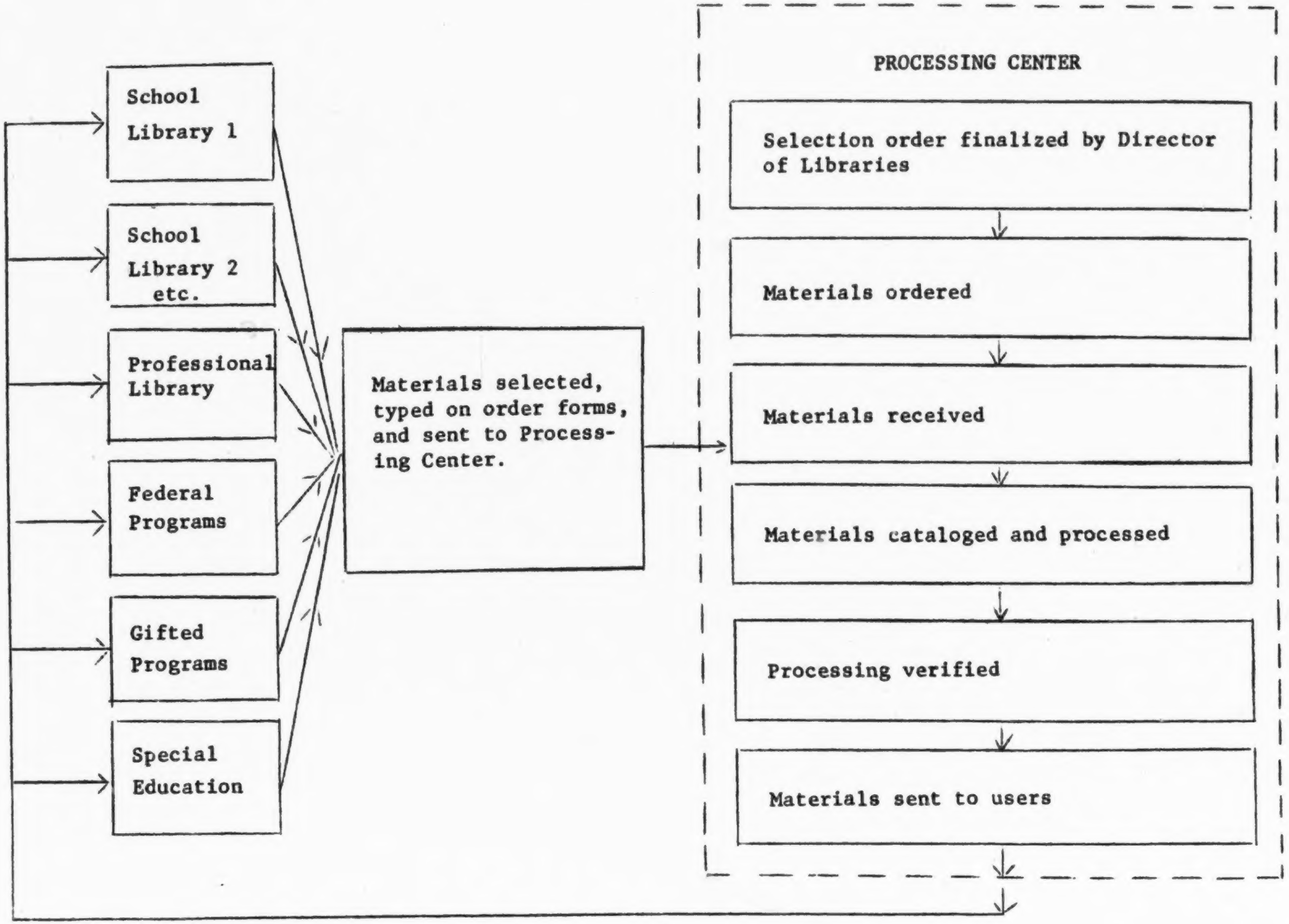
1969-1970

District	Media Personnel	Administrators	TOTALS
Alton	54	12	66
Bethalto	1		1
East Alton Elementary			
East Alton-Wood River High School			
Jerseyville	4	6	10
Roxana	6	3	9
Southwestern	1	3	4
Wood River Elementary	4	2	6
Parochial & Private	7	6	13
TOTALS	77	32	109

Development of a Model Purchasing and Processing Center

To fulfill one of the objectives of the Title III project, a model processing center was organized. Using materials purchased by the Alton school libraries a flow chart and procedures for a model library processing center were developed. (See chart on the following page.) A Guide to Centralized Processing of Instructional Materials was published outlining these procedures. The table of contents for the guide is included in Appendix I.

A MODEL OF THE LIBRARY PROCESS



The guide was designed to serve during the transition from conventional purchasing and processing to automated procedures. The guide stresses uniformity, consistency and simplification so that hopefully this will expedite the implementation of an automated program. This guide has served as a model for other school districts who have adopted or adapted portions of it for processing.

Approximately 550 persons have visited the processing center. Included in this group were librarians, administrators, library science students, high school and junior high library assistants, members of Future Teachers Association.

Professional Library

The Center has an education library of 1,275 books and subscribes to 52 educational periodicals. 281 teachers and administrators used the library for research for university courses and for keeping up with current trends in education and self-improvement. Telephone reference service and requests were filled with delivery on the film truck. Circulation statistics for 1967-70 were books - 720, periodicals - 933.

Table XI

NUMBER OF TEACHERS WHO USED PROFESSIONAL LIBRARY

1969-1970

Alton	Bethalto	East Alton	Jerseyville	Roxana	South-western	Wood River Elementary	Wood River High	TOTAL
175	15	34	43	40	20	39		366

Liaison with Publishers and Producers

The staff had contact with 25 representatives of publishers and producers of instructional materials. They met with these representatives, discussed new materials and arranged to have those items of interest to teachers and librarians brought in for evaluation.

READING

THE READING LABORATORY

The summarization of the activities of the Reading Laboratory has been organized in terms of the three major objectives for its program:

1. Assemble a representative library of reading and other curriculum materials for teacher training and as an aid in the selection of new programs.
2. Maintain a reading demonstration center for in-service activities dealing with evaluation and usage of new programs and exploration of new instructional techniques.
3. Provide consultant service to personalize and extend the overall objective functions of the Reading Laboratory.

CURRICULUM MATERIALS

With the assistance of Dr. David Bear and Dr. Ruth Richardson, Southern Illinois University, the Reading Coordinator planned an initial inventory of curriculum materials representing the major elements of modern instructional practices. Guided by a continuous study of professional literature, by commercial contacts through publishers' exhibits and company representatives, and by requests of the area teachers, selective purchasing updated the library of materials. In addition, a generous supply of complimentary materials was furnished by the leading publishers, and many programs were placed in the Laboratory on a long-term basis. A final analysis in terms of curriculum areas reveals the following value estimate of materials and equipment:

Reading and Language Arts	$ 8,385
Mathematics	1,022
Science	1,388
Social Studies	1,520
Professional Materials (tests)	515
Machines and Programs	9,196
Total -	$22,026

In the first year of operation, the evaluation of materials played a major role in workshops and other activities. Examination of new programs by curriculum groups and individual teachers took place generally in the Reading Laboratory. Realizing that proper evaluation depended upon the need for more time and especially for actual usage with pupils, an evaluation loan-out system began to emerge. The first Materials Guide of 16 pages became a 160-page Handbook of Curriculum Materials. Two hundred and fifty of these Handbooks were placed in all administrative offices and school buildings served by the Center. (See Appendix J-1 for the Index of Materials which lists the 618 programs available for evaluation.)

In order to serve this new direction in the use of materials, a loan-out policy was established and suitable record-keeping was set up. Curriculum groups and individual teachers checked out materials for a basic two-week period, and evaluation usage with pupils was encouraged. If no other requests had been made for a particular program, another two-week extension of loan-out was granted. On certain programs and especially with the newest of materials, teachers were asked to complete an evaluation sheet. Copies of the Check-out Record, Evaluation Loan-out Record, and the Material Evaluation Sheet are included in Appendix J-14, 15, 16. The following table provides a statistical summary of materials usage in the eight school districts. Since each instance of the 1,016 requests for loan materials represents an average usage time of two weeks, the programs of the Reading Laboratory spent an estimated 2,000 weeks in the classrooms of the cooperating districts. Furthermore, a total of 230 Material Evaluation Sheets were turned in and provided a basis for recommendations concerning many new programs.

TABLE XII

SUMMARY OF MATERIALS LOANED OUT FROM THE READING LABORATORY

1967 - 1970

District	K - 6 Elementary	7 - 9 Jr. High	10 - 12 Sen. High	*Others	Total
Alton	364	83	44	45	536
Bethalto	33	12		1	46
E. Alton Elementary	56	16			72
E. Alton W.R. High			5		5
Jerseyville	47	1	10	28	86
Roxana	43	3	4		50
South Western	45	1	9	1	56
W. River Elementary	43	20		1	64
Parochial	68	30	3		101
Totals	699	166	75	76	1016

* Administrators, Community Agencies, University Students, etc.

The Reading Laboratory served area administrators and directors of special programs in the evaluation and purchase of new materials. Consultant service was given in the Center to curriculum study groups, and the loan out of materials provided for evaluative usage in the classroom. Every effort was made to supply brochures and catalogues on request, and a variety of special company exhibits were held in the Reading Laboratory. In addition, commercial representatives visiting the Center were kept abreast of possible curriculum changes in the area schools.

While it was not possible to note all instances of purchase assistance, some record was made of major services in this area as indicated in Table XIII.

TABLE XIII

MATERIALS EXPENDITURES INFLUENCED BY THE READING DEPARTMENT

ESEA Title I	$15,024.00
Special Gifted Programs	1,205.00
Regular School Programs	3,975.00
Individual School Purchases	2,113.00
Total	$22,317.00

TRAINING

The development of training programs and procedures has occupied a considerable proportion of the reading laboratory staff's time. It should be noted in the paragraphs to follow that plans and patterns associated with this training varied a great deal over the Center's three year program.

Workshops during the first year of operation were slanted toward an overall view of the Center and the services which it could be expected to provide in the future. One might consider these early sessions to have been of an orientation nature. In other words, this is what we have; this is what we hope to have; and this is what we hope to provide. At any one program there was often a grade range of K-8. Program titles were as vague and broad as "Reading at the Primary Level." Not knowing exactly what needs the teachers had or where their specific interests lay, workshops were frequently scheduled for only half a day. Hoping to involve as many teachers as early as possible in the life of the Center, the number of participants was usually large and therefore quite unwieldly. Another noticeable factor was that teachers were often uninvolved themselves, taking a lecture position rather than one of participating participant.

During the first two years of operation, the emphasis was definitely toward developing many workshops, thereby, achieving as much teacher workshop saturation as possible. As the staff's feet became wetter and their minds more confident in handling a role quite new to most of them, all day workshops were planned and implemented, representing such curricular areas as social studies, science, literature, and reading.

Workshops during much of the second year and particularly the third year were characterized by a narrow grade span (1-3), specific topics (Science- electricity), and small groups (5-12). Also, most of the topics centered around areas in which teachers were specifically interested as revealed by surveys, workshop evaluation forms, and personal conversations.

In order to widen the horizons of information and training which any one staff member might capably offer, the services and talents of university staff, community leaders, and key classroom teachers were utilized. (See Appendix J - 17 through 23 for examples of a workshop invitation, and representative programs.) These people brought to workshop participants that personal experience which is of particular value in emphasizing the importance and usage of an idea, a method, and a special piece of material. This was not an initial practice but developed as the project, staff, and workshops matured.

Although the change was evolving already during the second year, it was not until the third and final year of operation that the reading staff was able to offer the personal and individualized training which we feel has given the Center the greatest thrust into the development of new ideas and materials in the environment of both the teacher and the pupil.

In order to indicate this development of training programs which explored in depth the possibilities of positive changes in teaching behavior based upon changes in attitude and value judgement, rather than training focused upon new materials, the following narrative report is presented.

The Center's Social Studies Consultant, noting that teachers are often handicapped by a lack of awareness of students' environment and experience, recommended a series of workshops be presented on Social Values.

This series of workshops on Social Values would relate to the Center's global objective - teachers in the Alton Area Supplementary Education Center will implement ideas and techniques that are presented in the in-service training program in teaching students in their classes.

It seemed to the Center's Staff, that teacher change is crucial for the improvement of education, since student change depends, to a large extent, upon teacher change. A workshop in Social Values would be the means to demonstrate to teachers the feasibility of certain techniques for achieving a deeper awareness and a better understanding of students. Teachers could be trained to develop a classroom situation in which there is warmth, openness, and acceptance. They can learn to develop a mutual atmosphere of trust and caring. Hence, they can come to understand the devastating effects upon students of recurring failure and to appreciate the importance of success, even if the successes are only tiny ones.

With the above ideas in mind, the following hypothesis was formulated for testing: that an experience-type workshop will bring about positive teacher change. This change will be evidenced in three ways:

1. familiarity with and actual use in the classroom of the various techniques demonstrated in the workshop
2. a definite positive movement in educational attitudes as indicated on a specially designed scale
3. positive action by the teachers involved in extending their knowledge and skills to other teachers.

The changes in the first two areas will be measurable and significant at the .05 level. The last area will be measured by observation of the teacher's commitment and action for the remainder of the school year.

The workshop in Values and Involvement Techniques designed to bring about positive teacher change was scheduled for five consecutive Wednesdays, beginning January 14, 1970. These were to be all day sessions. It was decided that a school team with three or more people would have more influence in implementing change in the total school picture. Teams from eleven schools were chosen. At the beginning of each workshop day, every participant received a folder with the plans and materials for that session. Each exercise listed in the workshop outline was described fully on a mimeographed sheet. Following are the abbreviated outlines of the five sessions:

Session I

1. IALAC - the story of a boy's struggle to remain lovable and capable.
2. "A Poor Scholar's Soliloquy" - an appeal to teachers for attitudinal change.
3. The Game We Want to Play - rules for relating with the group.
4. The Classroom Meeting - a review of William Glasser's structure for the classroom meeting.
5. Some beginning techniques for the classroom meeting which help to establish an atmosphere of acceptance, warmth, and security.
6. Examples of the social-problem-solving meeting, particularly as related to truancy and discipline problems.

Session II

1. Open-ended Sentences: to know the group.
2. Focus Games - a technique with numerous variations which can be used to point the focus toward specific social problems.
3. Nellie Nasty - an example of the use of role-playing in bringing about teacher change.

Session III

1. Rationale for value inquiry.
2. Thought sheets - a technique used to elicit student thought responses.
3. Strength of Values - an exercise designed to help participants separate phony values from firm, meaningful values.
4. Rank in order - What are your values?
5. Introduction of Social Science Laboratory Units and The Human Values Series.
6. The unfinished values film - the viewer provides the conclusion.

Session IV

1. Zig-zag lesson - a method for using innocuous subject matter to lead into the heart of a social problem.
2. Experiencing Rejection: How students feel when rejected by educational world.
3. Ranking educational aims.
4. The educational diagnostic and open-ended meetings as described by Glasser.
5. Green Eggs and Ham - a salesman's approach to teacher change.

Session V

1. Over-anxiety - exploring the reasons for anxiety in certain situations.
2. Who Knows You? After five sessions - a pertinent question.
3. Programmed instruction in human relations.
4. Best of all educational worlds - an exercise leading to definite commitment in a program of social values.

Pre and Post tests were given on the Information Awareness Check List and an Educational Attitude Scale. Chi square tests were performed comparing scores before and after for the 25 items on the Check List. (See Appendix J - 24 thru 28.) Differences in scores for all the items except numbers 2, 23, and 25 proved to be significant or better than the .05 level. The first of the three non-significant items was described rather vaguely on the pre-test, and undoubtedly many of the participants responded positively at first because they were thinking of the use of a general rather than a specific exercise. On the post-test, participants knew precisely what was alluded to by the item, therefore, positive movement was reduced. Items 23 and 25 referred to items which were merely thrown in for enrichment and given only brief mention during the course of the workshop. A t test was run on those items of the Educational Attitude Scale which could be given a definite positive or negative orientation. On this test, the results were much better than had been anticipated with each item showing significant positive movement at the .05 level. Statistically, then, the results of the workshop were highly significant.

The participants of this workshop have established training activities in their respective school districts. Several participants gave in-service demonstrations for teachers' meetings in their schools and interest was high enough at some schools for teachers to return voluntarily for an evening session.

Post-evaluation revealed that teachers involved showed definite positive movement toward change. In testing the original hypothesis, the results were highly significant. Therefore, conclusive evidence indicates that an experience-type workshop is an effective tool for bringing about positive teacher change which is crucial to the improvement of education.

If a reader of this evaluation desires more information, see the publication list in Appendix E.

The table which follows is a statistical representation of the numbers of teachers who have been trained individually or in small or large groups at the Center or in their building for half a day or a full day, and in the evening.

TABLE XIV

TEACHERS PARTICIPATING IN READING LABORATORY WORKSHOPS

1967 - 1970

	Elementary: Kindergarten - 6										
District	K	1	2	3	4	5	6	Jr. High	Sen. High	Spec.* Areas	Total
Alton	42	96	120	124	124	93	87	169	55	20	930
Bethalto	13	28	25	33	40	31	36	21	11		238
E. Alton Elementary	18	20	17	17	20	19	14	17		10	152
E. Alton - Wood River H. S.									14	1	15
Jerseyville	26	31	33	25	34	31	24	26	25	10	265
Roxana	15	21	24	16	18	23	20	22	18	7	184
South Western	17	27	19	26	33	28	26	17	27	10	230
Wood River Elementary	23	30	14	19	14	15	24	23		13	175
Parochial	12	21	26	25	35	36	34	49	9	16	263
Totals	166	274	278	285	318	276	265	344	159	87	2452

* Administrators, Principals, Special Education, etc.

SERVICES

The provision of an examination library of curriculum materials and the planning of various workshops served as basic to a most important aspect of teacher training, the personal service which brought materials and ideas to life and individualized the values each teacher was to receive from the Reading Laboratory staff of two reading consultants, one science-math consultant, and one social studies consultant.

Most important in the category of consultancy service was the staff leadership given to planning and development, the planning of programs and the development of new teaching approaches. This vital leadership role was primary in each of the general service areas of the narrative outline which follows.

Information Agency

The Reading Laboratory served as a central source for curriculum information. A well-organized file of commercial catalogues and brochures, teacher service bulletins, and special bibliographies provided answers to requests for such items as the address of a company, the name of a workbook, or the cost of a program. In most cases, company representatives furnished a supply of their literature, and this material was sent to appropriate administrators, curriculum directors, and building principals.

Evaluation of Materials

The provision of materials for teacher examination comprised a large responsibility in the service role of the Reading Laboratory staff. The physical layout of the curriculum area was planned so that materials could be openly displayed and organized in terms of basic subject content. An effort was made to have personnel available at all times to serve those wishing to examine special programs. As a result, numerous service contacts with individual and small groups dealt with the suggestion and recommendation of materials.

In addition to the study of materials in the Center, the loan out system as described early in this narrative created basic service functions of delivery to the classroom, demonstration of the materials, and suggestions as to its best usage with the pupils. This important exposure of new materials in the classroom was further encouraged by a number of building exhibits whereby phonics, readiness science or mathematics materials were displayed and teachers were given released time to examine materials and discuss with the consultant. In many cases, the loan out system was used to prepare rather large collections of materials which dealt with those special areas shown in exhibits.

A number of special programs which could not be purchased for the Reading Laboratory were secured on a relatively long term basis for evaluation in the programs of the area schools. The Laboratory staff studied each program carefully, advised the area faculties of its possibilities, and offered demonstration service for further evaluation. The elementary reading consultant organized a variety of demonstrations and special classroom usages dealing with a new multi-curriculum program of reading, language, and arithmetic. Since it was designed for beginning primary, disadvantaged pupils, and special education students, twelve classroom demonstrations explored the materials with special education and first grade classes in the Alton, Jerseyville, and Southwestern school districts. The elementary consultant also provided service in similar examination of a number of other special kits dealing with phonics, recorder materials, and listening programs.

Pilot Program

An extension of service in the evaluation of materials was the establishment of a limited number of "pilot programs" wherein teachers were encouraged to select a program meeting a particular need, consider pre-test and post-test surveys, and use the material for as long as needed. The Laboratory consultants, serving for planning, development, and evaluation, entered into a number of these informal research studies in such areas as phonics, basic sight vocabulary, perceptual-motor programs, linguistic readers, and readiness kits.

Special Programs

The development of specialized curriculum efforts in the area districts and in certain school buildings called upon the Reading Laboratory staff to assume varied leadership roles. Beyond the selection of materials to complete a budget and the training given in using new programs, was the organizational planning necessary in terms of time, class size, recordkeeping, and teaching procedures. In each of the special programs listed below, certain measures of planning and development service were provided.

1. Title I Programs: Alton, Bethalto, East Alton, Jerseyville, Southwestern
2. Gifted Classes: Alton, Jerseyville, Roxana, Southwestern
3. Reading Clinic: Alton
4. Summer School: Alton, Bethalto, East Alton, Jerseyville, Southwestern
5. Individualized Reading: Alton, Southwestern, Wood River
6. Initial Teaching Alphabet: Alton, Jerseyville, Roxana, Wood River
7. Remedial Junior and Senior High School Programs: Alton, Jerseyville, Southwestern
8. Nongraded Primary: Wood River

Curriculum Programs

A general responsibility of staff concerned itself with a number of curriculum studies for text and material adoption by selected teacher groups from the various districts. Again collections of materials were made available to each study group, and staff consultants served as advisors throughout the selection process. Examples of areas in which study groups have been concerned include language arts, transformational grammar, multi-text social studies, and inquiry-process science.

In addition to general curriculum revision studies, several special efforts were made to serve the need of teachers for fresh and motivational teaching approaches. That teachers desired such a service was shown by the positive responses made to a Teacher Interest Inventory in which special interests in science, spelling, and vocabulary were indicated.

As a first example of curriculum exploration in depth, the science consultant, in addition to teacher-interest motivated activities with units of electricity and magnets, developed the following:

Model Rocketry Program

> Due to recent developments in this country's space program, and the capabilities we now have for mass education, the science consultant felt that he might be able to offer a valuable service by providing students and teachers served by the Center an opportunity to learn about our country's space program and its problems through a discussion and demonstration of model rocketry.
>
> The first step taken to ascertain whether or not the teachers would be interested in such a program was to send a bulletin in the first week in September to all teachers served by the Center. The bulletin simply offered his services and a means for contacting him to make arrangements for his visitation. It is not to be construed that this idea emanated from teacher requests but developed from a personal interest and observation.
>
> As Table XV on the following page (Appendix K) and the evaluation sheet indicate, it was an area in which teachers were interested and could coordinate with their existing unit on space and/or astronomy. A total of approximately 2,500 students and eighty-five teachers, representing five school districts and twenty-six school buildings were presented this program.
>
> In March a letter was sent to those teachers who had initially contacted him and experienced the model rocketry program. Enclosed with the letter were sufficient evaluation forms to allow each teacher who had been present an opportunity to express a personal opinion as to the value of the program, based on ten behavioral objectives. (See four model rocketry program pages in Appendix J, 29 thru 32.)

TABLE XV

SUMMARY OF MODEL ROCKETRY DEMONSTRATIONS

1969 - 1970

District	Southwestern		Jerseyville		Bethalto		Roxana		Alton		Totals	
Grade	T*	S*	T	S	T	S	T	S	T	S	T	S
Primary									8	220	8	220
Inter.	8	200	5	150	9	220	9	240	22	780	53	1610
Junior H.S.			8	210	8	225			3	85	19	520
High School			8	200							8	200
Totals	8	200	21	560	17	445	9	240	33	1085	88	2550

* T - Teachers: * S - Students

The Word Detective Association was created through a series of evening activities in which twenty-one teachers explored motivational techniques in vocabulary enrichment. A word game handbook, Vocabulary Varieties of 1968, was a product of the series and was made available to all classroom teachers. Twenty-two classes, grades 3-6, organized chapters of the WDA, elected officers, held meetings, and conducted "language research" in creating personal notebooks of word collections and puzzles. A considerable selection of WDA game sheets was prepared and made available to the students. An example of a word game sheet is included in Appendix J-33, with the first page of the Vocabulary Varieties booklet.

Another special area of interest developed in the teaching of spelling. Teachers expressed a desire to know more about the individualization of instruction and the diagnosis of spelling errors. Using a Spelling Story Starter to collect raw data (see Appendix J-35) several informal investigations were begun. All students in a Title I reading program submitted stories to be checked for suggestions concerning future instruction in word skills. A number of teachers turned in a series of stories which were studied chiefly for spelling errors.

A spelling list and diagnosis of errors was prepared for each of these teachers. A beginning study of Initial Teaching Alphabet graduates and their control groups indicated generally that active vocabulary is increased and spelling ability is unaffected by ITA instruction. When more definite conclusions have been secured from the various sets of raw data, a Supplementary Spelling Booklet will be made available to the interested teachers of the area.

Informal Materials

The preparation of informal aids as requested by teachers was a direct and personal service of the Reading Laboratory staff. A general listing of the typical materials supplied would include the following:

1. Answer sheets, keys, and pupil records for the various commercial kit programs used in the loan-out evaluation system
2. Original vocabulary enrichment activities
3. Bibliographies of professional reading in such areas as perception, readiness, nongrading, standardized tests, etc.
4. Categorical listings of Reading Laboratory materials for special workshops and exhibits
5. Informational listings of commercial companies with addresses and representatives.

University Students

In addition to the various visitations by university classes, the Reading Laboratory staff assisted individual students in furnishing informal materials, discussing new teaching ideas, reviewing research papers, providing programs for their class demonstrations, and servicing their exploration of diagnostic tests and instruments and types of reading devices.

Pupil Diagnosis

While direct pupil service was not defined in the teacher in-service programs of the Center, the developing service functions of the Reading Laboratory staff encompased a number of pupil diagnosis problems. This need of teachers for assistance in assessing the abilities of certain pupils or of low groups in their classrooms was indicated by a considerable amount of evaluative remarks for the formal workshops. The reading coordinator and the elementary reading consultant provided testing service and suggestion of materials in a number of cases.

The summary table of services below reflects the small-group and individualized teacher assistance involved in a variety of informal and non-workshop situations as noted in the several sections of the service functions of the Reading Laboratory.

TABLE XVI

READING LABORATORY PLANNING AND DEVELOPMENT SERVICES
1967 - 1970

District	Primary K - 3	Inter. 4 - 6	Jr. H. 7 - 9	S. High 10 - 12	Others *	Totals
Alton	446	399	425	86	403	1759
Bethalto	133	174	44	14	58	423
East Alton Elementary	55	37	41			133
E. Alton-Wood River H. S.				6	2	8
Jerseyville	67	151	95	74	69	456
Roxana	78	98	14	18		208
Southwestern	58	133	40	44	45	320
Wood River Elementary	28	16	78		36	158
Parochial	185	166	52	13	65	481
Totals	1050	1174	789	255	678	3946

* Administrators, Community Agencies, University Students

Summary and Recommendations - Reading Laboratory

During the three-year life of the Reading Laboratory, formative evaluation has led to various new approaches and attitudes in program development, and certain aspects of success and failure, of verified purpose and change of direction, appear to be worthy of a summary stress.

The provision of a curriculum materials library should embrace more than display in a Center or use in organized workshops. The examination and evaluation of new programs, as indicated in the loan-out and pupil usage elements of placing materials in the classrooms of the area, has been a positive factor in the career of the Reading Laboratory.

The history of training workshops offered by the Reading Laboratory was marked by the development of approaches which offered greater and more personal in-service value. In summary, the workshop which seemed to offer the most in training value was one in which teachers participated and learned by doing, where personal interests and needs were satisfied, and through which teachers gained practical ideas and materials for immediate application in their classrooms.

In the third year of the Reading Laboratory program, a noticeable shift from Center activities to in-school consultancy service was a distinct trend. Especially with new teachers, more emphasis was placed on school visitation, classroom demonstration, and special activities involving pupils. It was as if it took three years for the Center to establish good will and clientele, presenting the belief that three years is too short a time in which to realize the value of such an endeavor. Certainly, an approach which could be called ITI, Individualized Teacher In-Service, should be major in any training program.

RESEARCH

RESEARCH DEPARTMENT

The document which presented the original proposal for the Center included provisions for a Research and Testing Division. Within three months after the Center became operational, a Research Director was employed. A secretary was assigned to the Research Department.

In the proposal the purpose of the Research and Testing Division was to assist all cooperating schools in the area of testing and research. The chief concern was to be the support of action research. Some experimental research related to the project and evaluation services were to be provided.

Services from the Research and Testing Division would also include the following:

a. Assist schools to develop action research projects to raise the level of instruction in the classroom.

b. Direct experimental research as requested and required by the local schools.

c. Assist schools in providing evaluations of other Federal projects operating in this area.

d. Provide the Director of the Multi-purpose Supplementary Educational Center with information for dissemination to teachers, local schools, and the nation.

e. Provide in-service training for teachers in administration and the use of both standardized and teacher-made tests. In addition, attention will need to be given helping teachers define meaningful objectives for creating tests for local use.

f. Assist school supervisors and staff in the selection of educational tests. This implies that the Research and Testing Division will maintain an inclusive library of tests and testing materials.

g. Provide for continuous evaluation of the Title III project to determine whether the project should be expanded to other contiguous areas.

h. Provide machine scoring facilities. These facilities will have the capacity to provide basic data about tests, such as item analysis, local norms where appropriate, and should be used to score both locally devised tests as well as standardized tests.

i. Develop a data bank. The Center will work out methods of retaining sets of scores (with proper caution exercised to protect the confidential nature of the scores) so longitudinal studies will have appropriate data available.

j. Provide for research concerning types of instruction which will influence the social development of students.

The term "Research Department" replaced the original "Research and Testing Division" as the title of the Center's organizational unit for research and evaluation. In the Center's progress report of January 17, 1968, the research activities were described as follows:

a. Projects:

(1) Evaluation of motor perception training -- kindergarten, Horace Mann Elementary School (2) Study of students that have been retained in grades 1, 2, and 3 -- all of the Alton Elementary schools (3) Scheduled vs. non-scheduled counseling -- Central Junior High School - Alton (4) Tracking System -- High School - Alton (5) evaluation of the whole child teaching concept -- Wood River Elementary (6) Questionnaire to 800 beginning teachers -- this study is being completed jointly with the local Chapter of Phi Delta Kappa.

b. Studies by individual teachers:

(1) Art field trips (2) i.t.a. (3) Multi-media (4) Underachievers (5) Psychiatric aids (6) Senior High School graduate follow-up, Jerseyville (7) Number of books students have at home (8) Individual progress room (9) Creativity (10) Student teacher experience (11) Home economics (12) Core curriculum (13) Programmed reading (14) Kindergarten (15) Roberts' Transformational Grammar Program (16) Relationship of aptitude, interest and achievement in history.

c. Evaluation of Title III project:

One of the major functions of the Research Department is to evaluate the Title III Project. This project evaluation is being coordinated by the Research Director and will be completed by the Title III staff.

d. Assembling of library materials in areas of research and standardized testing.

In Chapter IV of the report of the first year evaluation of the Center, it was generalized that the Research Department was making significant progress toward achieving its goals. (These were the reactions of outside evaluators.) A similar general conclusion appeared on page 47 of the second evaluation report covering the second year of the Center's operations. The team of evaluators who prepared the third and final outside evaluation report for the Center expressed disappointment in the activities and achievements of the Center's Research Department. This concern was explained in large part by the fact that the Center did not have research personnel during its third year. The Research Director resigned his position at the end of the second year. Only limited consultant services were used thereafter to assist in conducting research and evaluation services.

The major functions conducted by the Research Department are summarized below.

> Training. The Research Director provided formal and informal research and evaluation training for the Center's staff. He provided workshops for area teachers and administrators in which research in reading was emphasized. He also assisted in several workshops directed by the Center's staff.
>
> Development. The Research Director assembled a collection of related research books, reports and papers which were housed at the Center. He was involved in the development of instruments and in formulating research and evaluation plans for the Center and for professionals in the area it served.
>
> Research and Evaluation. The Research Director coordinated the first two "outside" evaluations of the Center. He assisted with "in-house" evaluation, encouraged the formulation of program objectives in behavioral terms and assisted in data analysis and interpretation. The major research emphasis of the Department was on action research. Two significant research projects in which the Center was involved were:
>
> 1. "A Study" Designed to Identify Some Factors Relating to Retention of Elementary Children."
> 2. "Problems of Beginning Teachers As Found In Bond, Calhoun, Greene, Jersey, Macoupin, Madison, Randolph and St. Clair Counties In Illinois." (With the Gateway East Field Chapter of Phi Delta Kappa in Edwardsville, Illinois.)

Service. The Research Director provided consultant services to the Center's staff and Director and also to teachers and administrators in the area served by the Center. He assisted professionals in the area in planning and organizing research studies for college courses and theses. He consulted at the district, school and classroom level regarding instrumentation and testing. He was involved in the Center's efforts to disseminate.

The Director served on the Advisory Committee to the Director of the Depart- of Research, Office of the Illinois Superintendent of Public Instruction.

EVALUATION

V. EVALUATION

From the outset, the Center was concerned with evaluating its efforts. The Center's Director of Research was charged with the responsibility of developing and directing the implementation of an evaluation program for the Center. The program was modified as new knowledge and techniques of project evaluation became available. Two general approaches were followed. Formative evaluation was used throughout the operation of the project to provide feedback and guidance for the "day-by-day" formation and functioning of the Center. Summative evaluation was employed to provide data regarding questions about the overall results of the project. While these procedures were different in emphasis, they were interrelated in many respects. All of the Center's professional staff were involved in both the formative and summative evaluation procedures.

FORMATIVE EVALUATION

The Center used several different techniques for obtaining data for formative evaluation. The most important are described below.

Workshop Evaluation Forms

Immediate feedback from all teachers participating in workshops at the Center, was provided by evaluation forms which teachers filled out at the close of each workshop. (See Appendix C.) These evaluations provided the staff with suggestions for modifying the format and content of future workshops and suggestions for topics for other workshops or services which teachers desired.

Surveys

During the planning stage of the project, surveys of teachers and administrators were taken to determine what they believed to be the needs of their schools. The results of these surveys (reported in Appendix B) influenced the form and direction of the entire project.

Other surveys of teachers were conducted during the Project. In September, 1967, the Research Director sent a questionnaire to area teachers. The survey was used to determine research projects which teachers felt were needed, and to ascertain those teachers interested in doing research.

In January, 1968, the AV Department conducted a study concerning teacher's confidence and needs in the operation of audiovisual equipment. Results indicated need for training in the use of overhead, opaque and carousel projectors and the heat press. Consequently, workshops emphasizing these areas were held. Though primarily summative, the February, 1970 survey had some value as a formative procedure. (see Tables XVII - XXIX - pages 79-92.)

Annual Evaluation

The first two of the three annual evaluations for the project were important factors in causing the staff to examine every phase of the whole project. The third annual evaluation was almost exclusively summative. Programs which the evaluations indicated were successful were a rewarding experience and provided encouragement to re-examine and revise programs which were not achieving their objectives. In both the first and second year evaluations the objectives were revised.

The second year evaluation resulted in a shift in emphasis from a generalized program to specific programs in certain curriculum areas. By that time many teachers had received generalized in-service training and were seeking ideas, techniques and materials which would have direct application to their own teaching situation.

Because of the yearly evaluation, some programs were added or modified or dropped entirely. As a force for change, the annual written evaluations were probably the most effective factors within the project. One cannot help wonder what effect this device might have upon a school.

Consultants

Consultants from outside the Title III area were brought in to help evaluate the program. These were highly qualified people in the fields of administration, instructional materials, reading and research. They provided the staff with unbiased reports indicating the strengths and weaknesses of the various programs and occasionally recommendations for change. Harold Goldstein, Dean, School of Library Science, Florida State University served as the instructional materials consultant for the first year evaluation. He stated in part

> "The content of training and demonstration has dealt mainly with instructional materials and with reading; it is obviously more difficult to either demonstrate or train for research. But in the next years of the Center's operation, the three aspects should be carefully considered in terms of increased interrelationships. Today's educational environment is too complex and too fast changing to depend on earlier training to keep up with such advances; the product of today's teaching demands more attention to its evaluation if classroom activities are to keep pace with student needs and necessary teacher growth.
>
> "This consultant urges that the training activities which embrace all materials, their utilization, and their organization for curricular purposes, remain a standard activity for at least another year.
>
> "These general remarks indicate, it is hoped, the enthusiastic reponse of this writer to the present accomplishments and directions of the Center's first half-year of activities. Some of the problems are purely growing pains for any such operation; other concerns must be considered as part of a background orientation/sales problem to the districts involved. It is important to remember that the Center is attempting to recycle, as it were, the process and flow of educational activity from a static, even though adequate level, to a more dynamic, interrelated one. The achievement of such a goal will take time, and the general approach observed currently may help achieve the objectives as well as any other program."

Dr. James M. Comer, Assistant to the Chancellor, Southern Illinois University, Edwardsville, reported in the second year evaluation:

> "A systematic evaluation of new educational projects supplies the basis for insuring that these projects represent genuine improvements in education. The Alton Area Supplementary

Education Center (hereafter called the Center) is nearing the end of the second year of its operational phase and a comprehensive evaluation is most appropriate. It will not be the purpose of this brief paper to attempt a comprehensive evaluation. That task should be done by others who have been involved more intimately in the ongoing operations of the program. Perhaps the views presented here, from a somewhat dispassionate and hopefully objective observer, will provide an added dimension to the evaluation process and will assist decision-makers in choosing rationally among alternative courses of action involving the future of the project.

"An essential element of a modern approach to evaluation includes objectives or aims of programs being evaluated and some systematic analysis of activities of the program under appraisal. One of the major objectives stated in the operational grant proposal was that the Instructional Materials Division of the Center would provide programs and resources which were not available to individual school systems in the area. A look at some of the activities of the staff of the Center indicate that this objective is to a considerable degree being accomplished. For example, during the summer months six one-week workshops were held in the Center which involved 92 or approximately seven per cent of the teachers in the area served by the project. This is not an overwhelming number, it is true, but considering that the teachers received no college credit or financial renumeration, it may be a considerable indication that the staff of the Center, during the first year, had impressed a number of teachers they could benefit from the assistance available at the Center. Another statistic which tends to support the opinion that the Center is providing programs and projects which are not available in the local schools is that, at the present rate, during the 1968-69 academic year over 700 teachers will be given released time to attend in-service training sessions at the Center. If Boards of Education and School Administrators are willing to provide released time for faculty to participate in continuing education activities at the Center, then it is reasonable to assume they cannot provide these activities in the local district. The 28 demonstrations and/or workshops held in the schools of the area from October to March have reached another 275 teachers and is an additional indication that the objective mentioned above is being accomplished."

Interview

Another method of formative evaluation was by interview. These were informal meetings between staff members and teachers, and quite often resulted in suggestions for a new program or comments on the value of an existing one. This also occurred among members of the staff.

All staff members were encouraged to attend conferences and professional meetings in their fields, both at the state and national levels, and to visit other Title III projects. By meeting with other professional members in their fields, seeing other Title III projects and taking part in conferences, the staff members were able to broaden their perspectives and compare the activities of others with their own projects. In this way many new ideas, techniques and materials were added to the program.

SUMMATIVE EVALUATION

In February of 1970 a survey of professionals in the Center's cooperating districts was conducted by use of a questionnaire. The results appear in Tables XVII - XXX in this section of the report. An examination of these tables will reveal the number and percent of professionals who responded to each item of the questionnaire. The data are presented in a composite report, a report by districts and in reports by K-6, junior high schools and a high school. It should be noted that 1,133, or approximately two-thirds of the professions in the cooperating districts completed the instrument. Some significant responses were:

81.5% had visited the Center.
71.6% had used consultant services.
78.3% had requested materials from the Center.
74.7% had used films from the Center.
50.2% had used materials which they prepared at the Center.
60.7% used information, concepts or skills acquired at the Center in their classrooms.
49.2% had increased their integrative use of the media.
85.7% had received Center publications.
70.1% felt that the Center's program had benefited the classroom instructional program.

When comparing responses on the basis of level or district of the respondents, one is able to note differences in responses for these factors. In general, the high school teachers were less involved with the Center and consequently less influenced by it than were the elementary and junior high school teachers. With the exception of District #14, there was little variation in teachers responses to the questionnaire. District #14 was by far the least involved with the Center of the eight cooperating districts.

TABLE XVII

A Composite Report of the Responses of Consortium Teachers
to a Survey of Their Use of the
Alton Area Supplementary Education Center
Title III, E.S.E.A.

(N = 1,133)

1. Grade Level - K-6 (541) Jr. High (290) Sr. High (279) Other Area (23)

Number of years taught in the area served by this Center.

1 yr. (292) 3 yrs. (137) 5 yrs. (57) 10-15 yrs. (132)
2 yrs. (147) 4 yrs. (67) 6-10 yrs. (191) 16 & over (142)

2. During the last 3 years (Sept. 1967 - June 1970):	YES		NO	
	No.	%	No.	%
A. Have you visited the Title III Center?	923	81.5	193	17
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	811	71.6	270	23.8
C. Have you participated in any Title III Workshops or Programs at the Center?	735	64.9	354	31.2
D. Have you participated in Title III Workshops or training sessions in your district or building?	499	44	548	48.4
E. Have you requested materials or services from the Center? (Include 16mm films)	887	78.3	208	18.4

If you circled Yes on any item in section 2, please complete sections 3 & 4.
If you circled No to all items in section 2, complete only sections 5 & 6.

3. Check the following statements:	YES		NO	
	No.	%	No.	%
A. I have used films from the Center.	846	74.7	152	13.4
B. I have used the Center's Curriculum Materials Guide.	464	40.9	477	42.1
C. I have used the Center's Professional Library.	350	30.9	588	51.9
D. I have received Center assistance in selection and/or evaluation of instructional materials.	535	47.2	422	37.2
E. I have used materials I prepared at the Center.	569	50.2	395	34.9
F. I received assistance from the Research Director.	265	23.4	650	57.4

TABLE XVII (continued)

		YES		NO	
		No.	%	No.	%
G.	I have had a class activity or teaching situation taped by the Center's TV equipment.	79	00.6	822	72.6
H.	I have utilized information, concepts or skills acquired from the Center in my classroom.	688	60.7	277	24.4
I.	I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	557	49.2	294	25.9
J.	I feel that the Center's program has benefited my classroom instructional program.	794	70	134	11.8
4.	I have received the Center's Newsletter, bulletins, and brochures.	971	85.7	22	1.9

5. If you circled No to all items in section 2, complete this section. (If services were not used - please check the appropriate comments.)

A.	Service not needed.	(86)
B.	Lack of information regarding program.	(34)
C.	My school district did not select me for a workshop or they could not secure a substitute.	(36)

TABLE XVIII

A Report of K-6 Consortium Teachers' Response
to a Survey of Their Use of the
Alton Area Supplementary Education Center
Title III, E.S.E.A.

(N - 559)

	YES		NO	
1. During the last 3 years (Sept. 1967 - June 1970):	No.	%	No.	%
A. Have you visited the Title III Center?	518	92.7	48	8.6
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	457	81.8	106	18.9
C. Have you participated in any Title III Workshops or Programs at the Center?	437	78.2	102	18.2
D. Have you participated in Title III Workshops or training sessions in your district or building?	322	57.6	211	37.7
E. Have you requested materials or services from the Center? (Include 16mm films)	501	89.6	55	9.8
2. Check the following statements:				
A. I have used films from the Center.	487	87.1	49	8.8
B. I have used the Center's Curriculum Materials Guide.	276	49.4	220	39.4
C. I have used the Center's Professional Library.	171	30.6	303	54.2
D. I have received Center assistance in selection and/or evaluation of instructional materials.	314	56.2	195	34.9
E. I have used materials I prepared at the Center.	369	66	156	27.9
F. I received assistance from the Research Director.	145	25.9	338	60.5
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	35	6.3	445	79.6
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	439	78.5	84	15
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	348	62.3	98	17.5
J. I feel that the Center's program has benefited my classroom instructional program.	466	83.4	32	5.7
3. I have received the Center's Newsletter, bulletins, and brochures.	490	87.7	8	1.4

2

TABLE XIX

A Report of Junior High School Consortium Teachers' Response
to a Survey of Their Use of the
Alton Area Supplementary Education Center
Title III, E.S.E.A.

(N = 291)

	YES		NO	
1. During the last 3 years (Sept. 1967 - June 1970):	No.	%	No.	%
A. Have you visited the Title III Center?	242	83.2	58	19.9
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	213	73.2	85	29.2
C. Have you participated in any Title III Workshops or Programs at the Center?	200	68.7	102	35
D. Have you participated in Title III Workshops or training sessions in your district or building?	118	40.5	166	57
E. Have you requested materials or services from the Center? (Include 16mm films)	228	78.4	66	22.7
2. Check the following statements:				
A. I have used films from the Center.	219	75.3	44	15.1
B. I have used the Center's Curriculum Materials Guide.	125	42.9	118	40..5
C. I have used the Center's Professional Library.	95	32.6	152	52..2
D. I have received Center assistance in selection and/or evaluation of instructional materials.	142	48.8	109	37.5
E. I have used materials I prepared at the Center.	133	45.7	116	39.7
F. I received assistance from the Research Director.	76	26.1	166	57
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	25	8.6	216	74.2
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	174	59.8	80	27.5
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	140	48.1	87	29.9
J. I feel that the Center's program has benefited my classroom instructional program.	202	69.4	47	16.2
3. I have received the Center's Newsletter, bulletins, and brochures.	259	89	5	1.7

TABLE XX

A Report of High School Consortium Teachers' Response to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N - 283)

	YES		NO	
1. During the last 3 years (Sept. 1967 - June 1970):	No.	%	No.	%
A. Have you visited the Title III Center?	194	68.6	97	34.3
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	175	61.8	115	40.6
C. Have you participated in any Title III Workshops or Programs at the Center?	116	41	171	60.4
D. Have you participated in Title III Workshops or training sessions in your district or building?	66	23.3	214	75.6
E. Have you requested materials or services from the Center? (Include 16mm films)	184	65	101	35.7
2. Check the following statements:				
A. I have used films from the Center.	166	58.7	64	22.6
B. I have used the Center's Curriculum Materials Guide	76	26.9	141	49.8
C. I have used the Center's Professional Library.	64	22.6	152	53.7
D. I have received Center assistance in selection and/or evaluation of instructional materials.	83	29.3	143	50.5
E. I have used materials I prepared at the Center.	82	29	140	49.5
F. I received assistance from the Research Director.	52	18.4	166	58.7
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	21	7.4	191	67.5
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	98	34.6	121	42.8
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	90	31.8	117	41.3
J. I feel that the Center's program has benefited my classroom instructional program.	150	53	71	25.1
3. I have received the Center's Newsletter, bulletins, and brochures.	259	91.5	8	2.8

TABLE XXI

A Report of the Responses of Educators in District #11 to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N = 544)

		YES		NO	
		No.	%	No.	%
1.	During the last 3 years (Sept. 1967 - June 1970):				
A.	Have you visited the Title III Center?	455	83.6	82	15
B.	Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	420	77.2	106	19.5
C.	Have you participated in any Title III Workshops or Programs at the Center?	343	63	177	32.5
D.	Have you participated in Title III Workshops or training sessions in your district or building?	235	43.2	266	48.9
E.	Have you requested materials or services from the Center? (Include 16mm films)	437	80.3	89	16.4
2.	Check the following statements:				
A.	I have used films from the Center.	410	75.4	83	15.3
B.	I have used the Center's Curriculum Materials Guide.	240	44.1	226	41.5
C.	I have used the Center's Professional Library.	199	36.6	271	49.8
D.	I have received Center assistance in selection and/or evaluation of instructional materials.	265	48.7	210	38.6
E.	I have used materials I prepared at the Center.	267	49.1	212	39
F.	I received assistance from the Research Director.	143	26.3	324	59.6
G.	I have had a class activity or teaching situation taped by the Center's TV equipment.	52	9.6	409	75.2
H.	I have utilized information, concepts or skills acquired from the Center in my classroom.	314	57.7	157	28.9
I.	I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	257	47.2	158	29
J.	I feel that the Center's program has benefited my classroom instructional program.	375	68.9	81	14.9
3.	I have received the Center's Newsletter, bulletins, and brochures.	450	82.7	15	2.8

TABLE XXII

A Report of the Responses of Educators in District #1
to a Survey of Their Use of the
Alton Area Supplementary Education Center
Title III, E.S.E.A.

(N = 105)

		YES		NO	
1.	During the last 3 years (Sept. 1967 - June 1970):	No.	%	No.	%
	A. Have you visited the Title III Center?	86	81.9	18	17.1
	B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	68	64.8	36	34.3
	C. Have you participated in any Title III Workshops or Programs at the Center?	81	77.1	28	26.7
	D. Have you participated in Title III Workshops or training sessions in your district or building?	39	37.1	62	59
	E. Have you requested materials or services from the Center? (Include 16mm films)	78	74.3	25	23.8
2.	Check the following statements:				
	A. I have used films from the Center.	78	74.3	15	14.3
	B. I have used the Center's Curriculum Materials Guide.	35	33.3	54	51.4
	C. I have used the Center's Professional Library.	32	30.5	63	60
	D. I have received Center assistance in selection and/or evaluation of instructional materials.	45	42.9	43	41
	E. I have used materials I prepared at the Center.	62	59	30	28.6
	F. I received assistance from the Research Director.	14	13.3	70	66.7
	G. I have had a class activity or teaching situation taped by the Center's TV equipment.	4	3.8	82	74.2
	H. I have utilized information, concepts or skills acquired from the Center in my classroom.	66	62.9	26	24.8
	I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	58	55.2	25	23.8
	J. I feel that the Center's program has benefited my classroom instructional program.	74	70.5	17	16.2
3.	I have received the Center's Newsletter, bulletins, and brochures.	91	86.7	1	9.5

TABLE XXIII

A Report of the Responses of Educators in District #8 to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N = 96)

	YES		NO	
	No.	%	No.	%
1. During the last 3 years (Sept. 1967 - June 1970):				
A. Have you visited the Title III Center?	81	84.4	17	17.7
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	69	71.9	28	29.2
C. Have you participated in any Title III Workshops or Programs at the Center?	76	79.2	27	28.1
D. Have you participated in Title III Workshops or training sessions in your district or building?	55	57.3	29	30.2
E. Have you requested materials or services from the Center? (Include 16mm films)	77	80.2	22	22.9
2. Check the following statements:				
A. I have used films from the Center.	74	77.1	13	13.5
B. I have used the Center's Curriculum Materials Guide.	43	44.8	37	38.5
C. I have used the Center's Professional Library.	22	22.9	53	55.2
D. I have received Center assistance in selection and/or evaluation of instructional materials.	42	43.8	37	38.5
E. I have used materials I prepared at the Center.	57	59.4	26	27.1
F. I received assistance from the Research Director.	19	19.8	52	54.2
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	7	7.3	67	69.8
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	70	72.9	13	13.5
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	62	64.6	13	13.5
J. I feel that the Center's program has benefited my classroom instructional program.	74	77.1	4	4.2
3. I have received the Center's Newsletter, Bulletins, and brochures.	86	89.6	2	2.1

TABLE XXIV

A Report of the Responses of Educators in District #9 to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N = 51)

		YES		NO	
		No.	%	No.	%
1.	During the last 3 years (Sept. 1967 - June 1970):				
A.	Have you visited the Title III Center?	45	88.2	5	9.8
B.	Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	39	76.5	10	19.6
C.	Have you participated in any Title III Workshops or Programs at the Center?	40	78.4	10	19.6
D.	Have you participated in Title III Workshops or training sessions in your district or building?	25	49	24	47
E.	Have you requested materials or services from the Center? (Include 16mm films)	41	80.4	6	11.8
2.	Check the following statements:				
A.	I have used films from the Center.	42	82.4	6	11.8
B.	I have used the Center's Curriculum Materials Guide.	20	39.2	25	49
C.	I have used the Center's Professional Library.	14	27.5	30	58.8
D.	I have received Center assistance in selection and/or evaluation of instructional materials.	19	37.2	16	31.4
E.	I have used materials I prepared at the Center.	29	56.9	18	35.3
F.	I received assistance from the Research Director.	12	23.5	31	60.8
G.	I have had a class activity or teaching situation taped by the Center's TV equipment.	2	3.9	41	80.4
H.	I have utilized information, concepts or skills acquired from the Center in my classroom.	40	78.4	9	17.6
I.	I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	23	45.1	20	39.2
J.	I feel that the Center's program has benefited my classroom instructional program.	42	82.4	5	9.8
3.	I have received the Center's Newsletter, bulletins, and brochures.	43	84.3	2	3.9

TABLE XXV

A Report of the Responses of Educators in District #13 to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N = 47)

	YES		NO	
	No.	%	No.	%
1. During the last 3 years (Sept. 1967 - June 1970):				
A. Have you visited the Title III Center?	45	93.6	2	4.3
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	36	76.6	10	21.3
C. Have you participated in any Title III Workshops or Programs at the Center?	43	91.5	4	8.5
D. Have you participated in Title III Workshops or training sessions in your district or building?	24	51.1	22	46.8
E. Have you requested materials or services from the Center? (Include 16mm films)	40	85.1	4	8.5
2. Check the following statements:				
A. I have used films from the Center.	36	76.6	6	12.8
B. I have used the Center's Curriculum Materials Guide.	21	44.7	20	42.6
C. I have used the Center's Professional Library.	16	34	21	44.7
D. I have received Center assistance in selection and/or evaluation of instructional materials.	25	53.2	17	36.2
E. I have used materials I prepared at the Center.	37	78.7	7	14.9
F. I received assistance from the Research Director.	13	27.7	29	61.7
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	5	10.6	35	74.5
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	37	78.7	7	14.9
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	30	63.8	10	21.3
J. I feel that the Center's program has benefited my classroom instructional program.	41	87.2	2	43
3. I have received the Center's Newsletter, bulletins, and brochures.	43	91.5	0	0

TABLE XXVI

A Report of the Responses of Educators in District #14
to a Survey of Their Use of the
Alton Area Supplementary Education Center
Title III, E.S.E.A.

(N = 60)

		YES		NO	
		No.	%	No.	%
1.	During the last 3 years (Sept. 1967 - June 1970):				
A.	Have you visited the Title III Center?	18	30	41	68.3
B.	Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	14	23.3	44	73.3
C.	Have you participated in any Title III Workshops or Programs at the Center?	11	18.3	48	80
D.	Have you participated in Title III Workshops or training sessions in your district or building?	5	8.3	53	88.3
E.	Have you requested materials or services from the Center? (Include 16mm films)	30	50	30	50
2.	Check the following statements:				
A.	I have used films from the Center.	30	50	3	5
B.	I have used the Center's Curriculum Materials Guide.	4	6.7	26	43.3
C.	I have used the Center's Professional Library.	2	3.3	27	45
D.	I have received Center assistance in selection and/or evaluation of instructional materials.	6	10	23	38.3
E.	I have used materials I prepared at the Center.	3	5	25	41.7
F.	I received assistance from the Research Director.	3	5	25	41.7
G.	I have had a class activity or teaching situation taped by the Center's TV equipment.	0	0	28	4.7
H.	I have utilized information, concepts or skills acquired from the Center in my classroom.	4	6.7	25	41.7
I.	I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	8	13.3	19	31.7
J.	I feel that the Center's program has benefited my classroom instructional program.	19	31.7	11	18.3
3.	I have received the Center's Newsletter, bulletins, and brochures.	50	83.3	0	0

TABLE XXVII

A Report of the Responses of Educators in District #15 to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N = 45)

	YES		NO	
1. During the last 3 years (Sept. 1967 - June 1970):	No.	%	No.	%
A. Have you visited the Title III Center?	42	93.3	2	4.4
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	33	73.3	6	13.3
C. Have you participated in any Title III Workshops or Programs at the Center?	29	64.4	4	8.9
D. Have you participated in Title III Workshops or training sessions in your district or building?	27	60	12	26.7
E. Have you requested materials or services from the Center? (Include 16mm films)	39	86.7	4	8.9
2. Check the following statements:				
A. I have used films from the Center.	38	84.4	5	11.1
B. I have used the Center's Curriculum Materials Guide.	23	51.1	17	37.8
C. I have used the Center's Professional Library.	15	33.3	23	51.1
D. I have received Center assistance in selection and/or evaluation of instructional materials.	26	57.8	16	35.6
E. I have used materials I prepared at the Center.	34	75.6	8	17.8
F. I received assistance from the Research Director.	12	26.7	25	55.6
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	6	13.3	25	55.6
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	35	77.8	6	13.3
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	26	57.8	8	17.8
J. I feel that the Center's program has benefited my classroom instructional program.	38	84.4	2	4.4
3. I have received the Center's Newsletter, bulletins, and brochures.	42	93.3	0	0

TABLE XXVIII

A Report of the Responses of Educators in District #100 to a Survey of Their Use of the Alton Area Supplementary Education Center Title III, E.S.E.A.

(N = 77)

	YES		NO	
1. During the last 3 years (Sept. 1967 - 1970):	No.	%	No.	%
A. Have you visited the Title III Center?	66	85.7	7	9.1
B. Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	57	74	15	19.5
C. Have you participated in any Title III Workshops or Programs at the Center?	64	83.1	10	13
D. Have you participated in Title III Workshops or training sessions in your district or building?	50	64.9	23	29.9
E. Have you requested materials or services from the Center? (Include 16mm films)	63	81.8	10	13
2. Check the following statements:				
A. I have used films from the Center.	62	80.5	8	10.4
B. I have used the Center's Curriculum Materials Guide.	29	37.7	34	44.2
C. I have used the Center's Professional Library.	19	24.7	46	59.7
D. I have received Center assistance in selection and/or evaluation of instructional materials.	43	55.8	34	44.2
E. I have used materials I prepared at the Center.	47	61	21	27.3
F. I received assistance from the Research Director.	17	22	48	62.3
G. I have had a class activity or teaching situation taped by the Center's TV equipment.	3	39	62	80.5
H. I have utilized information, concepts or skills acquired from the Center in my classroom.	54	70.1	13	16.9
I. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	34	44.1	22	28.6
J. I feel that the Center's program has benefited my classroom instructional program.	62	80.5	5	6.5
3. I have received the Center's Newsletter, bulletins, and brochures.	70	90.9	1	1.3

TABLE XXIX

A Report of the Responses of Educators in Parochial & Private Schools
to a Survey of Their Use of the
Alton Area Supplementary Education Center
Title III, E.S.E.A.

(N = 108)

		YES		NO	
1.	During the last 3 years (Sept. 1967 - June 1970):	No.	%	No.	%
A.	Have you visited the Title III Center?	85	78.7	19	17.6
B.	Have you consulted with any of the Title III Center Staff? (Include by phone or contact in your district or building)	75	69.4	25	23.1
C.	Have you participated in any Title III Workshops or Programs at the Center?	48	44.4	46	42.6
D.	Have you participated in Title III Workshops or training sessions in your district or building?	39	36.1	57	52.8
E.	Have you requested materials or services from the Center? (Include 16mm films)	82	75.9	18	16.7
2.	Check the following statements:				
A.	I have used films from the Center.	76	70.4	13	12
B.	I have used the Center's Curriculum Materials Guide	49	45.4	38	35.2
C.	I have used the Center's Professional Library.	31	28.7	54	50
D.	I have received Center assistance in selection and/or evaluation of instructional materials.	64	59.3	26	24.1
E.	I have used materials I prepared at the Center.	33	30.6	48	44.4
F.	I received assistance from the Research Director.	32	29.6	46	42.6
G.	I have had a class activity or teaching situation taped by the Center's TV equipment.	0	0	73	67.6
H.	I have utilized information, concepts or skills acquired from the Center in my classroom.	68	63	21	19.4
I.	I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	59	54.6	19	17.6
J.	I feel that the Center's program has benefited my classroom instructional program.	69	63.9	7	6.5
3.	I have received the Center's Newsletter, bulletins, and brochures.	96	88.9	1	1

REPORT OF THE VISITING EVALUATION TEAM *

When initiating an evaluation of a project it is important to state the major objectives and questions to which answers will be sought to determine if the objectives have been realized.

The following four global objectives were stated for the Alton Area Supplementary Education Center.

1. Teachers in the Alton Area Supplementary Education Center will integrate more media (i.e. filmstrips, books, films, etc.) into the curriculum which they are teaching.
2. Teachers in the Alton Area Supplementary Education Center area will implement ideas and techniques that are presented in the in-service training program in teaching students in their classes.
3. Individual and groups of educators in the Title III region, state and nation will receive information about successful educational practices carried on by teachers and administrators served by the Alton Area Supplementary Education Center. In addition, teachers and administrators will be apprised of other successful educational trends.
4. Services provided by the Alton Area Supplementary Education Center will be evaluated by the staff, consultants and the individuals involved in the various educational programs of the Title III Center.

Based upon these objectives are certain general and specific questions which were developed to ascertain the extent of success of the Alton Area Supplementary Education Center.

General questions considered by the outside evaluation team:

1. To what extent is there evidence that the Center has achieved its four global objectives?
2. How efficient has been the organization, administration and operation of the Center?
3. How well have the Center's programs exemplified promising educational practices?
4. How effective has been the Center's dissemination program?
    - A. In terms of observed procedures.
    - B. In terms of observed adoptions.

* Dr. John A. Dewar and Dr. Michael Thompson

5. How relevant have been the Center's activities to the achievement of its objectives?

6. How relevant has the Center been to the educational needs of the area it has served?

7. What were the Center's significant constraints?

8. What were the Center's significant facilitators?

9. In general, what is the impact of the Center on the schools and community it has served?

Specific questions considered by the outside evaluation team:

1. (Common)
Are teachers using more instructional materials now than when the project started?

    A. Which kinds of materials?
    B. More innovative approaches in preparing materials for classroom usage?
    C. New or innovative techniques in presenting materials? e.g., Multi-Media approach?

2. How much equipment and/or materials has been purchased since September 1967?

    A. Were you assisted or aided in this purchase by the Center?
    B. Did you receive assistance in the use of this equipment and materials from the Center?

3. What kind of assistance have you received in selecting instructional materials and/or equipment?

    A. From whom or what area of Center's services?
    B. What was the quality of this assistance?

4. Have you participated in an activity of the Center?

    A. Have you visited the Center?
    B. In what type of activity did you participate?

5. Have you used any skills, ideas, techniques, etc., that you acquired at the Center?

    A. Kind of use?
    B. Specific source of idea for change?

6. Ask Principals general questions:

    A. To what extent have changes been made due to experiences at the Center?
    B. To what extent have decisions been influenced due to association with the Center?
    C. Have you detected any changes in any members of your faculty who attended Center programs?

7. What were the materials the schools had in 1967 but were not using?

   A. Able to note any change in use of existing materials?

8. Have we (the Center) influenced teachers in specific use of:

   A. Films? e.g., do they preview films? Introduce them? Use? Provide for follow-up of film?
   B. Bulletin Boards?
   C. Overhead Projector?
   D. Tape Recorder?
   E. Instructional Materials?
   F. Video Tape?
   G. Others?

The evaluation team used two sources of information in answering the above questions:

1. Observation and interview

2. Data provided by the Center

The following narrative addresses itself to the above questions.

Personnel

The evaluation team began its work by holding a conference with each member of the professional staff of the Alton Area Supplementary Education Center (in the future referred to as the Center) to ascertain the function of their assignment. The primary purpose was to obtain a clear picture of the staff's perception of its role. These roles can be defined as (1) planning, (2) field service, and (3) evaluation.

The staff was observed to be highly competent in the area of their assignments. This was partly evident from their ability to explain their roles and programs and from their familiarity with materials. Further evidence substantiating staff competence was in the form of the demand for their specific services, the number of projects which they developed, the school programs developed as a result of their consultantship, and the staff involvement of member districts in the Center. Table XXX illustrates the kinds of services provided by the Center. Table XXXI presents a compilation of services by the Center that cooperating school districts deemed worthwhile continuing. Numerous types were listed as corroborative support of the Center's valuable work. Each staff member was cognizant of his strengths and weaknesses.

The Center's staff displayed a great deal of enthusiasm for their assignments and cooperated extremely well with each other in the development of workshops and programs. This cooperation manifested itself in the quality and diversity of projects made available to member districts.

The programs of the Center could have been expanded in depth and materially increased if additional staff specialists could have been secured. This was a continuous problem for the duration of the project. Item 4 in Table XXX shows fewer faculty participated in workshops than did not. This may have been due to lack of staff.

It was the consensus of the staff that some form of Supplementary Center should be continued in the area. This consensus was based on the demands of staff assistance, statements of a positive nature made by the project's member districts, and the programs being developed as a direct influence of the Center. However, the responses by teachers in the cooperating districts to continuation of the Center's programs shown in Table XXXI does not uphold this point of view with the possible exception of 16mm films.

Programs

The Center's programs encompassed the following areas: (1) library, (2) audio-visual, (3) reading, (4) science-math (5) social studies (6) film cooperative, and (7) research. Each program was distinct but not mutually exclusive, however, we will make evaluative statements about them separately.

Library Services

The library services aspect of the Center's operation provided valuable help to many teachers, librarians, and instructional materials center directors, through in-service activities. The major purpose of these supplementary materials was to assist in the improvement of the teaching of children in the districts serviced by the Center.

The library services coordinator and staff worked with curriculum groups in science, mathematics, English, and social studies, as well as librarians in helping them to develop ability and techniques in the selection of instructional materials. This is one phase of the Center's program that will continue to reap benefits after the Center is no longer in operation. (See items 7, 8, 9 and 10 in Table XXX).

The development of "instructional materials centers" in a number of elementary, junior high, and high schools, as well as the development of acceptance of the concept of materials centers by teachers in these schools, are outstanding contributions of the staff in library services.

The consultants observed a number of schools in Alton, Jersey County, and Wood River, particularly, who have well developed and operating instructional materials centers as a direct result of involvement in the Center's program. The Center has been responsible for the cooperating school districts hiring special personnel for instructional materials centers.

Library services has an excellent book exhibit available to the cooperating schools' staff. Numerous faculty members of the participating districts made use of this exhibit, as well as the knowledge of the Center's staff on material selection, to compile orders for material for their schools. (See item 9 in Table XXX.)

The library services staff also developed a guide for use by instructional materials center directors in processing materials. The guide is entitled _A Guide to Centralized Processing of Instructional Materials for Alton Community Unit School District_.

The consultants on their evaluation visit with cooperating schools, principals and teachers, and the Center's staff received the impression that communication between elementary, junior high, and high school teachers had been enhanced by their coming together in workshops on material selection, another positive contribution of the Center. Communication was a very strong outcome of all phases of the Center's program.

Although the library services coordinator did not feel that as much had been accomplished as might have been, there was much evidence of outstanding programs being developed in schools as a result of the library services phase of the Center's program. This evidence was verbal as well as material.

Audio-Visual

The audio-visual service of the Center's program conducted many workshops with teachers from the cooperating schools and introduced them to a wide variety of techniques, such as, lamination, lettering, bulletin board design, transparencies, 35mm slides, etc., as well as a wide variety of equipment, 35mm projector, slide projector, opaque projector, overhead projector, cameras, etc. There was considerable evidence in many of the schools visited by the evaluators of teachers using the knowledge they gained at the Center in these areas.

The Center's facilities and equipment were open and available to teachers to use at any time -- particularly after school -- in making instructional materials. Although many availed themselves of this opportunity, this was a disappointing aspect of the Center's operation. Many more could have but did not take advantage of the opportunities available. (See item 10 in Table XXX.)

The Center's A-V staff developed several projects for schools to use, notably an Alton Area History Series, and a set of film strips for that series. The staff was always available for consultation on projects, equipment purchasing, and ordering supplies.

The evidence of the value of the A-V services provided was based on the number of schools and teachers that greatly increased their use of all kinds of audio-visual equipment and materials. (See items 14 and 15 in Table XXX.) A very positive contribution.

Reading

There was much evidence of improved programs and services in the schools as a result of the Center's reading program and its coordinator. The reading coordinator and his staff worked with teachers in groups and individually to help them develop improved reading programs and to introduce them to many instructional materials. Consequently, many teachers (particularly elementary) are using improved techniques in reading instruction and schools have had the opportunity to examine new reading materials and evaluate them before purchasing those which they found most useful. (See item 9 in Table XXX.) There was evidence that some schools have hired special personnel for reading programs, probably as a result of involvement in the Center's activities and encouragement from the Center's reading coordinator.

Science and Math

The science and math program was rich in materials, competently organized, and serviced large numbers of faculty and students. Grade levels involved were, for the most part, one through nine. The program originally developed in-service projects for teachers, but eventually evolved into a one-to-one relationship. This service took the form of demonstrations, making materials available, offering advice, introducing techniques and methods, testing, and being available for consultation when called upon. (See items 9, 13, 14, and 15 in Table XXX.)

As service was provided evaluation was sought for possible modification of subsequent requests for the same type of service. Approximately 70-80 percent of the consultant's time was devoted to work in the field. At the beginning of the project the majority of the requests were in the area of science. However, during the third year of the project there was a noticeable increase in requests for assistance in mathematics. This was basically for multi-media assistance.

The science and math program was an integral part of the reading program in terms of providing reading materials identified by teachers in cooperating schools as needs.

Since the science and math impact was primarily in grades one - nine, an additional specialist in this area could have offered greater assistance to the subject areas in the high school.

Research

This is probably the most disappointing aspect of the Center's program. Although there was a full time research coordinator during the first two years of the project, the program originally envisioned for this research function did not develop. The Center did not have a research coordinator during its last year of operation. (See item 11 in Table XXX.) To a limited degree the research function was assumed by the administration of the Center and by consultants. This service during the third year of the Center's operation was considerably less than it had been during the first two years of operation (see first two evaluation reports).

Film Cooperative

A film cooperative was developed in which all schools in the project participated. This was generally agreed upon as an extremely useful service by the schools because all the films available were recent productions, the service was extremely good, one day in many cases, and the films were kept in good repair. (See item 5 in Table XXX.) All of the cooperating schools in the Center will continue to cooperate after the Center ceases to exist to maintain and develop the film cooperative. This in itself is the best evidence of its usefulness to the schools. Table XXXI contains corroborative evidence to support the above interpretation. Every district felt this was a worthwhile service and should be continued.

Participation

The participation in the workshops planned and conducted by the Center was generally good. (See items 3 and 4 in Table XXX.) This participation was enhanced by the fact that the Center paid for the substitutes for the teachers who attended the workshops. The Center did not pay for substitutes for teachers from the parochial schools. Where school principals were supportive of the Center's program participation by teachers in those schools was excellent.

Participation in the Center by individual teachers on a voluntary basis was limited. The Center stayed open one night a week to make the facilities available to teachers on a voluntary basis, but participation was so disappointing that this practice was discontinued. Some teachers used the Center voluntarily after school hours, but not to the extent that the Center's staff would have desired.

Materials

The Center had a very wide range of materials in the areas in which it was designed to offer in-service training. The Center provided a valuable service in permitting teachers and administrators the opportunity to become acquainted with, examine, and use these materials. (See items 9, 10, and 14 in Table XXX.) Many schools purchased equipment and materials which enhanced their program as a result of this opportunity.

Commitment by Cooperating Districts

If each district had been required to have at least a minimum financial commitment rather than just a paper commitment to the Center's program there probably would have been even greater benefits accrue to the children of the area. Some districts felt no commitment to use the services of the Center's staff or facilities while other districts used the staff's services and facilities extensively. This is concretely evidenced in Table XXXI. Very few responses were given to support the continuing of different services of the Center.

Cooperation

A definite plus factor of the Center's cooperation, although one difficult to measure, was the increased cooperation and communication between school districts. This kind of communication and cooperation will bear fruit for the education of children in the Alton area.

TABLE XXX

RESPONSES TO QUESTIONS ON USE OF THE CENTER'S SERVICES

Description of Service	Response	
	Yes	No
A. During the last 3 years (Sept. 1967 - June 1970):		
1. Have you visited the Title III Center?	923	193
2. Have you consulted with any of the Title III Center Staff: (Include by phone or contact in your district or building)?	811	270
3. Have you participated in any Title III Workshops or Programs at the Center?	735	354
4. Have you participated in Title III Workshops or training sessions in your district or building?	499	548
5. Have you requested materials or services from the Center? (Include 16mm films)	887	208
6. I have used films from the Center.	846	152
7. I have used the Center's Curriculum Materials Guide.	464	477
8. I have used the Center's Professional Library.	350	588
9. I have received Center assistance in selection and/or evaluation of instructional materials.	535	422
10. I have used materials I prepared at the Center.	569	395
11. I received assistance from the Research Director.	265	650
12. I have had a class activity or teaching situation taped by the Center's TV equipment.	79	822
13. I have utilized information, concepts or skills acquired from the Center in my classroom.	688	277
14. I am now integrating more media (all instructional materials) into the curriculum than I did before the Center's opening.	557	294
15. I feel that the Center's program has benefited my classroom instructional program.	794	134

TABLE XXXI

SERVICES OR PROGRAMS NOW PROVIDED BY THE CENTER WHICH TEACHERS LISTED AS BEING WORTHWHILE FOR THEIR DISTRICTS TO PROVIDE

Service	School District									
	#11	#1	#8	#9	#13	#14	#15	#100	Private & Parochial	TOTAL
16mm Films	92	31	12	11	20	9	20	16	27	238
Visual Aids	12	2	3				2		2	21
Laminating	21	5					5	2		33
Lettering	4						1			5
Transparencies	7	2						2		11
TV Equipment and Services	7					2		4		13
Photography	4									4
Tapes	1									1
Instructional Materials	37	5	3				10	4		59
Curriculum Materials Guide										
Multi Media Kits and Topics	2									2
Film Strips	4		2				1	3	1	11
Resource Center for Teachers	3									3
In-Service Training (Workshop)	10	13	4	4	5		4	14		54
Professional Library	15	3			2			2	5	27
Library	9			3	4			4		20
Browse and Borrow Materials	4									4
Display Curriculum Mat'ls for Evaluation	4									4
Research Assistance	4									4
Consultant Services	14			2				2	4	22
Reading Center	8	2						3		13
Book Exhibits	2									2
Preparation of Picture Slides	4									4

#11 - Alton Community Unit School District
# 1 - Roxana Community Unit School District
# 8 - Bethalto Community Unit School District
# 9 - Southwestern Community Unit School District
#13 - East Alton Elementary District
#14 - East Alton-Wood River High School
#15 - Wood River-Hartford Elementary Unit School District
#100 - Jerseyville Community Unit School District

EVALUATION OF THE CENTER'S OBJECTIVES

To conclude this Terminal Evaluation of the Center one final question must be answered: To what extent did the Center achieve its Global Objectives?

To answer the question, let us consider each objective separately.

1. Teachers in the Alton Area Supplementary Education Center area will integrate more media (i.e. filmstrips, books, films, etc.) into the curriculum which they are teaching.

According to Item 3-I of Table XVII, 49% of the teachers responding to the survey indicated that they were using more media than they were before the Center's opening. From this data and the opinions of area administrators and visiting evaluators it is reasonable to assume that this objective was achieved with at least half of the teachers in the consortium.

2. Teachers in the Alton Area Supplementary Education Center area will implement ideas and techniques that are presented in the in-service training program in teaching students in their classes.

Evidence to indicate that this objective was achieved can be found in Table XVII on page 80. Item 3-H shows that 61% of the teachers responding to the survey conducted in February, 1970, said that they were utilizing information, concepts or skills acquired from the Center in their classrooms.

3. Individual and groups of educators in the Title III region, state and nation will receive information about successful educational practices carried on by teachers and administrators served by the Alton Area Supplementary Education Center. In addition, teachers and administrators will be apprised of other successful educational trends.

The numerous activities of the Center's programs described in Chapter IV and the dissemination activities listed in Chapter III attest to the achievement of this objective. The most recent survey conducted of the area teachers indicated that only 2% of the respondants had not received information from the Center. (See Item 4, Table XVII, page 80.)

4. Services provided by the Alton Area Supplementary Education Center will be evaluated by the staff, consultants and the individuals involved in the various educational programs of the Title III Center.

The two annual evaluations, this summative evaluation and the reports of visiting evaluators comprise the efforts directed towards achieving this objective.

CONCLUSIONS AND RECOMMENDATIONS

In any innovative and exemplary educational program there are always strengths and weaknesses. Therefore, in a terminal evaluation these should be enumerated.

Strengths

The Center's influence lead to:

1. Increased teacher awareness of the large variety of instructional materials.
2. Better evaluation and selection of new materials.
3. Increased use of instructional film.
4. Increased utilization of material and equipment already available in attendance centers.
5. Formation of Instructional Materials Centers, media production centers, and professional libraries in the area schools.
6. The development of new teaching skills, methods, ideas and concepts.
7. More effective use of media by teachers.
8. A more positive attitude by administrators and teachers toward in-service education.
9. A spirit of cooperation between school districts and formation of other cooperative projects is evidence.

Weaknesses

Some measure of failure was evident in:

1. Accomplishing all of the objectives as written in the original document.
2. Enticing teachers to use the Center's facilities on their own time.
3. Appealing to secondary teachers.
4. Method of selection of teachers for workshops.

Recommendations

1. Behavioral Objectives should be emphasized in designing Title III projects.
2. The scope of the objectives should be realistic in view of time and staff available.
3. Principals and teachers should be involved in original planning of programs.
4. A systematic method of selecting in-service participants based on interest and need should be provided.
5. Federal funding should be longer than three years.

EDUCATORS WHO HAVE SERVED ON THE ADVISORY COUNCIL

Alton	E. M. Leamon Macy Pruitt F. W. Pivoda Raymond Ready
Jerseyville	G. F. Roth Robert Jones L. D. Bauersachs Jerry Fort
Southwestern	Troy Meyer Donald Stuckey
Bethalto	Donald Simpson Joseph Higgins Neil R. Claussen Victor Dubbelde
Roxana	Lathram Harris Harold Huck Dr. Donald Harvick Harold Rich
East Alton Elem.	Jerome Podesva Norris Garner Paul Santy
East Alton-Wood River High	Dr. Nels Havens Lockwood Wiley Orville Brown Henry Studnicki
Wood River Elem.	Orville Brunjes Harlan Nash
Zion Lutheran	John McWhirter
Alton Catholic	Lowell Brosamer

CONSULTANTS

The following consultants were used by the Center in its programs. Many of them were used by more than one program and in several capacities, therefore, no attempt is made to indicate the program(s) served. Our staff members often provided consultant help to one another, but have not been included here. However, consultants utilized in planning the Center are listed.

Mr. Paul Anderick
Audiovisual Education Department
St. Louis Suburban Area
St. Louis, Missouri

Dr. Gerald D. Baughman
Northern Illinois University
DeKalb, Illinois

Dr. David Bear
Southern Illinois University
Edwardsville, Illinois

Dr. Donald L. Beggs
Southern Illinois University
Carbondale, Illinois

Dr. Clarence Bradford
Washington University
St. Louis, Missouri

Dr. J. M. Comer
Southern Illinois University
Edwardsville, Illinois

Dr. Richard Darling
Director of Educational Media
Montgomery County Public Schools
Richville, Maryland

Dr. John A. Dewar
Northern Illinois University
DeKalb, Illinois

Mr. Donald K. Dillie
Lakeview High School
Decatur, Illinois

Miss Linda Dixon
Television Consultant
OSPI
Springfield, Illinois

Dr. James Dunlap
University City Public Schools
St. Louis, Missouri

Dr. Joseph R. Ellis
Northern Illinois University
DeKalb, Illinois

Dr. Harold Goldstein
Florida State University
Tallahassee, Florida

Mr. H. J. Haberaecker
Belleville Junior College
Belleville, Illinois

Dr. Tom Hastings
University of Illinois
Urbana, Illinois

Mr. Robert Jamieson
Illinois Association of School Bds.
Peoria, Illinois

Mrs. Mary B. Jordan
Alton Public Schools
Alton, Illinois

Dr. Loren B. Jung
Southern Illinois University
Carbondale, Illinois

Mr. Donald Keefe
Southern Illinois University
Edwardsville, Illinois

Miss Helen E. Lefler
3229 College Avenue
Alton, Illinois

Dr. Philip Lewis
Director of Research & Development
Chicago Public Schools
Chicago, Illinois

Dr. Keith McNeil
Southern Illinois University
Carbondale, Illinois

Dr. Michele Myers
Monticello College
Godfrey, Illinois

Mrs. Martha O'Malley
Southern Illinois University
Edwardsville, Illinois

Dr. Ruth Richardson
Southern Illinois University
Edwardsville, Illinois

Dr. Fay Starr
Southern Illinois University
Edwardsville, Illinois

Dr. Vern Stockman
Eastern Illinois University
Charleston, Illinois

Dr. Lawrence E. Taliana
Southern Illinois University
Edwardsville, Illinois

Dr. Michael Thompson
Northern Illinois University
DeKalb, Illinois

Mr. Wilbur Trimpe
Supt. Educational Service Region
Edwardsville, Illinois

Mr. Will Roy
Mr. Tom Burk
Dr. Don Gawronski
Mrs. Naomi Naylor
NEXTEP Program
Southern Illinois University
Edwardsville, Illinois

ALTON AREA SUPPLEMENTARY EDUCATION CENTER STAFF

Position	Staffed By	Dates	Percent of Time
Director	James M. Casper	June 1967 - May 1970	100%
Administrative Assistant	John E. Chappell	June 1967 May 1970	100%
Secretary (Admin.)	Dorothy McConathy	July 1967 - May 1970	100%
Secretary	Antonia Skrine	June 1967 Sept. 1967	50%
Secretary	Frances Wiegand	Apr. 1968 Sept. 1968	50%
Secretary	Betty Luly	Nov. 1968 - May 1970	50%
Research Director	Dr. Michael Myers	Aug. 1967 - July 1969	100%
Secretary	Jo Ann Short	July 1967 - June 1969	100%
Library Coordinator	Maxine Stevenson	Jun. 1967 - May 1970	50%
Librarian	Lee Missavage	Aug. 1967 - Aug. 1969	100%
Librarian	Vera Whiteside	Sept. 1969 - Nov. 1969	50%
Secretary	Jean Taylor	Aug. 1967 - May 1970	100%
Reading Coordinator	Aaron D. Peterson	June 1967 - May 1968	50%
	" "	May 1968 - May 1970	100%
Reading Consultant	Richard D. Teichmann	Aug. 1967 - May 1970	100%
Reading Consultant	Jerry C. Gibson	June 1967 - Dec. 1969	100%
Reading Consultant	Joseph C. Brewer	Aug. 1967 - May 1969	100%
Reading Consultant	Carol Gotschall	Sept. 1967 - Dec. 1967	100%
Reading Consultant	Grace Armstead	Aug. 1969 - May 1970	100%
Secretary	Estella Martin	Aug. 1967 - Dec. 1969	100%
Secretary	Mavis Taylor	Jan. 1970 - May 1970	100%
Audiovisual Coordinator	Bill Zillion	June 1967 - June 1969	50%
	Byron E. Sackett	Aug. 1969 - May 1970	50%
Media Specialist	Roger Foxall	Aug. 1967 - July 1969	100%
Media Specialist	Barbara Sekerke	Sept. 1969 - May 1970	50%
Media Specialist	Lee Missavage	Sept. 1969 - May 1970	100%
Graphic Arts Specialist	Byron Sackett	June 1967 - Aug. 1969	100%
Secretary	Helen Venardos	Aug. 1967 - July 1968	100%
Secretary	Helen Clement	Aug. 1968 - Aug. 1969	100%
Secretary	Pat Middleton	Aug. 1969 - May 1970	100%
Driver - Custodian	Henry Rose	Aug. 1967 - June 1968	100%
Driver - Custodian	Ray Bushnell	June 1967 - May 1970	100%
Driver - Custodian	Arthur Lewis	June 1968 - May 1970	100%

SUMMARY OF SURVEY OF CENTRAL OFFICE ADMINISTRATION STAFF

Members of the Central Office staff of each school were surveyed in an attempt to obtain their opinions of the needs of the schools. Following is a summary of the survey:

Total Number of Questionnaires Sent	61
Total Number Returned	56
Percent Returned	91%

The respondents were asked to list on a priority basis at least five items listed below, which were needed in the schools they represented. Many of the respondents listed more than five items. As a consequence the table below lists the mean score for each item. The lower scores represent higher priority items and higher mean scores represent lower priority items.

Area of Need	Mean Score	Rank
1. Educational TV (Area)	3.4	1
2. Educational TV (Closed Circuit)	3.8	2
3. In-service Training of Teachers in:		
a. Use and construction of A.V. materials	3.9	3
b. Remedial reading techniques	4.0	4
4. Reading Diagnostic Testing Center	6.1	8
5. Film Library	4.5	5
6. Psychological Testing Center	7.2	10
7. Cultural Programs	6.4	9
8. Library Services	5.2	6
9. Elementary Guidance	5.6	7

SUMMARY OF SURVEY OF TEACHERS

A survey was sent to the teachers in the area. This survey was an attempt to obtain from the teachers their opinion, on a priority basis, of some of the needs of the schools of the area. The following information is a summary of this survey.

Total number opinionnaires sent to teachers	1,409
Total number returned	1,125
Percent returned	87%
Elementary teachers responding (705)	91%
Secondary teachers responding (420)	83%

The summaries below are to be read in the following manner: The ten major items are the needs for which the teachers were asked to establish a priority rating from one to five. The number of teachers assigning a priority number for each item is listed. This is followed by the percentage figure that represents the percent of teachers assigning that priority number for that item. For the purpose of this report the teachers were divided into elementary and secondary categories.

I. A Reading Diagnostic Testing Clinic

Priority No.	Elementary	Secondary
1	(491) 68%	(268) 65%
2	(152) 21%	(95) 23%
3	(43) 6%	(37) 9%
4	(22) 3%	(8) 2%
5	(15) 2%	(4) 1%
	723	412

II. An Educational Diagnostic Testing Center

Priority No.	Elementary	Secondary
1	(369) 51%	(149) 36%
2	(232) 32%	(149) 36%
3	(94) 13%	(78) 19%
4	(15) 2%	(12) 3%
5	(15) 2%	(25) 6%
	725	413

III. Curriculum Materials Center

Priority No.	Elementary	Secondary
1	(92) 13%	(100) 23%
2	(184) 26%	(124) 29%
3	(286) 40%	(143) 32%
4	(78) 11%	(23) 6%
5	(71) 10%	(43) 10%
	711	433

IV. Area Television

Priority No.	Elementary	Secondary
1	(66) 9%	(23) 6%
2	(132) 18%	(64) 18%
3	(216) 28%	(97) 25%
4	(103) 14%	(66) 17%
5	(219) 31%	(130) 33%
	736	390

V. Organization of All Instructional Material

Priority No.	Elementary	Secondary
1	(125) 17%	(109) 26%
2	(234) 32%	(120) 29%
3	(247) 35%	(125) 30%
4	(56) 6%	(29) 7%
5	(73) 10%	(33) 8%
	733	416

VI. In-Service Training of Teachers in Reading Techniques

Priority No.	Elementary	Secondary
1	(261) 37%	(140) 34%
2	(232) 33%	(141) 34%
3	(155) 22%	(87) 21%
4	(44) 6%	(25) 6%
5	(14) 2%	(20) 5%
	706	413

VII. Complete Psychological Service Center

Priority No.	Elementary	Secondary
1	(517) 67%	(194) 45%
2	(147) 19%	(155) 36%
3	(77) 10%	(60) 14%
4	(16) 2%	(13) 3%
5	(15) 2%	(9) 2%
	722	431

VIII. Development of Outdoor Education Program

Priority No.	Elementary	Secondary
1	(70) 10%	(52) 13%
2	(133) 19%	(72) 18%
3	(239) 34%	(153) 38%
4	(105) 15%	(56) 14%
5	(153) 22%	(68) 17%
	702	401

IX. Mobile Enrichment Library

Priority No.	Elementary	Secondary
1	(60) 8%	(44) 9%
2	(225) 30%	(114) 25%
3	(256) 34%	(178) 40%
4	(113) 15%	(62) 14%
5	(99) 13%	(52) 12%
	753	446

X. Development of a Cultural Learning Center

Priority No.	Elementary	Secondary
1	(56) 9%	(53) 13%
2	(104) 15%	(61) 15%
3	(229) 33%	(135) 33%
4	(104) 15%	(57) 14%
5	(200) 28%	(103) 25%
	693	409

Appendix C - 1

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway

WORKSHOP EVALUATION FORM

Name________________________________ School Dist. ______________________

Building Name ____Ph. No. ____________

Building Address ____

Grade or Subject taught ______________________ ______________________

1. Comment on the value of this workshop.

2. What area, or topic would you like to see expanded in future workshops?

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

WORKSHOP EVALUATION FORM

DIRECTIONS: Circle the point you have chosen along the rating line.

1. The focus and objectives of this workshop were:

1	2	3	4	5
Unclear				Clear

2. The relevancy of what is presented to the teacher's task is:

1	2	3	4	5
Low				High

3. On the average, the quality of presentations was:

1	2	3	4	5
Uninteresting				Interesting

4. The relationship of the presentations to one another was:

1	2	3	4	5
Poor				High

5. The participant's involvement during the session was:

1	2	3	4	5
Very little				Very adequate

6. The handouts were:

1	2	3	4	5
Of little value				Very valuable

7. What area, or topic would you like to see expanded in future workshops?

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

Theme: THE EDUCATIONAL SCENE* -
ITS IMPLICATIONS FOR SCHOOL PUBLIC RELATIONS

- PROGRAM -

Monday, May 12, 1969

1:00 P.M. REGISTRATION . . . . Reading Area

Mrs. Estella Martin, Reading Secretary
Mrs. Dorothy McConathy, Administrative Secretary

1:20 P.M. GENERAL SESSION . . . . . . .Reading Laboratory

Introduction of Speakers, Dr. Myers,
Director of Research, Title III Center

1:25 P.M. ADDRESS: "The State Financial Scene"

Robert Jamieson, President
Illinois Association of School Boards

1:50 P.M. ADDRESS: "The Area Power Structure Scene"

Wilbur Trimpe, County Superintendent of
Schools, Madison County, Illinois

2:15 P.M. ADDRESS: "How Human Relations Differ From Public Relations on the Local Scene"

H. J. Haberaecker, President
Belleville Area College, Belleville, Ill.

2:40 P.M. COFFEE

2:50 P.M. DISCUSSION GROUP I . . . . Reading Lab

Consultant: Robert Jamieson

Chairman: Orville Brunjes, Supt. Wood River Elementary

Recorder: Jim Bailey, Dir. Public Relations Alton

Secretarial Recorder: Jean Taylor, Library Secretary

DISCUSSION GROUP II . . . . . Audiovisual Lab

Consultant: Wilbur Trimpe

Chairman: Donald Simpson, Supt. Bethalto

Recorder: Paul Carey, Principal, Jerseyville

Secretarial Recorder: Jo Ann Short, Research Secretary

DISCUSSION GROUP III. . . . . Conference Room

Consultant: H. J. Haberaecker

Chairman: Donald Harvick, Supt. Roxana

Recorder: Donald Stuckey, Asst. Supt., Piasa

Secretarial Recorder: Dorothy McConathy, Administrative Secretary

3:15 P.M. GENERAL SESSION . . . . Reading Lab

Summary from Discussion Groups I, II, III

3:30 P.M. EVALUATION FORM . . Conversation - Questions

3:45 P.M. PLEASE LEAVE EVALUATION FORM AT REGISTRATION DESK.

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* The place where any action occurs - The American College Dictionary

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

SUMMARY OF PARTICIPANT REACTION TO
Public Relations Workshop - May 12, 1969

1. How do you rate what you have heard from the speakers?
   (check as many of the following as you choose)

   0 a. Of little value

   15 b. Satisfactory

   15 c. New information

   23 d. Of value to me

(Please circle the answer that best expresses your opinion)

2. I have 26 , have not 4 , learned some new techniques.

3. I think 33 , do not think 0 , this Workshop dealt with real problems.

4. Can you use ideas of this Workshop in your situation?

   Yes 27 No 0 Not sure 6

(Please write suggestions and comments below and/or on reverse side)

1. Recommend another workshop of this type for next year.
2. Good opportunity for discussing problems between administrators, teachers and the community.
3. Make copies available of presentations and group discussions.
4. Small group discussion needed.
5. More workshops pertinent to the school administrator.
6. Excellent consultants.
7. More time needed. Have another one later in the year.
8. Excellent.
9. First speaker and his information were timely and of interest. The others sounded like a "rehash" of textbooks.
10. Public needs to hear this type of presentation.
11. We need more concepts of attitude changes as our educational processes proceed.
12. Have a session that offers specific ideas for public news releases -- (radio, tv, newspapers). I enjoyed this workshop very much.
13. Good resource people. Would like to see programs where the resource people were put "on the firing line" instead of in an "ivory tower" situation.
14. Provide more time for discussion groups. Limit to two presentations.
15. Very good.

INFORMATIONAL SESSION FOR ELEMENTARY PRINCIPALS

PROGRAM

1:00 - 1:10 P.M.	Registration - Receive name tags
1:15 - 1:45 P.M.	"New Legislation and the Elementary Principal" Wilbur R. L. Trimpe County Superintendent of Schools, Madison County
1:50 - 2:20 P.M.	"What the Teacher Expects From a Principal" Mrs. Martha O'Malley Coordinator of Elementary Education S.I.U., Edwardsville Campus
2:20 - 2:35 P.M.	Break
2:40 - 3:20 P.M.	"Supervising the Classroom Instructional Program" Dr. Loren Jung Director of Institutional Research S.I.U., Carbondale Campus
3:20 - 3:40 P.M.	Questions
3:40 - 3:45 P.M.	Evaluation Form
3:45 -	Informal discussion with speakers

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

BACKGROUND INFORMATION

Wilbur R. L. Trimpe

Resides in Bethalto, Ill. -- B.S., Western Illinois Univ., M.A., University of Illinois., further graduate work at University of Colorado and Southern Illinois University. His 44 years in education have been in teaching in rural schools, Teaching-Principal, Principal, Superintendent, College Instructor, and Madison County Supt. of Schools. Activities: N.E.A.; P.T.A.; American Association of School Administrators; National County Superintendent Association; Chamber of Commerce; Rotary Club; a member of Illinois Youth Commission; and on the Illinois Committee for 1970 White House Conference on Children and Youth.

Mrs. Martha R. O'Malley

Resides in Belleville, Ill., husband is an attorney, she is mother of 8 children, one grandchild. B.A., Arkansas State University and Master's Degree, S.I.U., Edwardsville Campus. Taught Intermediate grades in E. St. Louis; Kindergarten teacher...Remedial reading teacher; Director of Signal Hill Demonstration Center for Gifted; taught Elementary Education Classes at S.I.U.; and presently is Coordinator of Elementary Education, Advisement, and Student Teaching in the Education Division - Office of Student Services.

Dr. Loren Jung

Resides in Carbondale, Ill. with his wife and four children. B.S., M.A., and Doctor of Philosophy Degree in Education from S.I.U., Carbondale. He began his teaching career at Old Shawneetown Elementary School; taught 7th and 8th grades at Glen Carbon Elementary; Jr. High Math at Edwardsville Junior High; extension classes for McKendree College; supervised student teachers at Alton, Belleville, Collinsville, Edwardsville and Roxana; taught at S.I.U., Edwardsville; and is at present teaching at S.I.U., Carbondale Campus.

His name appeared, June 1964, in Who's Who in American Education.

He has had numerous educational articles published.

Appendix D - 4

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

RESULTS OF PARTICIPANT REACTION QUESTIONNAIRE

Your candid reactions to this workshop will assist our planning of future workshops.

Your comments need not be signed, but PLEASE leave the completed evaluation form at the registration table.

1. How do you rate what you have heard from the speakers?

(Check as many of the following as you choose)

____ a. Too much repetition

____ b. Of little value

14 c. Satisfactory

15 d. Some new information

20 e. Of value to me

2. The topics which were most valuable for my purposes were:

Teacher Expectations	18
Legislation	6
Instructional Supervision	13

3. The topics which were least valuable for my purposes were:

Teacher Expections	1
Legislation	4
Instructional Supervision	5

4. Please check suggested workshops you feel would be of value to you in your situtation.

15 Ungraded Classrooms

7 Modular Scheduling

12 Grouping

12 Team Teaching

9 Simulations

7 Microteaching

Please write other suggestions on the back of this sheet.

ALTON AREA SUPPLEMENTARY EDUCATION CENTER

Thursday, February 26, 1970

9:00 - 11:00 A.M.

- PROGRAM -

9:00-9:15	Register
9:15-9:45	Gault rights and court decisions pertinent to school administrators today
9:45-10:00	Break
10:00-11:00	Play instant verdict-question Judge Kelleher and receive an opinion

JUDGE JOSEPH T. KELLEHER

Received the degree of Doctor of Jurisprudence from St. Louis University and was admitted to practice before the Supreme Courts of Illinois, Missouri and the United States. While in practice he specialized in real estate, equity and commercial matters and litigation and was appointed to the bench in April, 1965. Judge Kelleher has taught in various school and professional programs, was a lecturer at the Second Annual School Law Conference at Southern Illinois University and a lecturer and panel member at several seminars of the Illinois Judicial Conference. He is a past president of his judicial association and has served as officer of many professional, business and service organizations. He is presently serving as presiding judge of the Juvenile Court division of the Circuit Court of the Third Judicial Circuit of Illinois.

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

ADMINISTRATORS' WORKSHOP
February 26

Evaluation Sheet

The planning committee would appreciate your comments concerning this program. Please complete this questionnaire, place it in the wire basket at the registration desk.

(Please circle the answer that best expresses your opinion):

50 0
1. This meeting (held, did not hold) my interest very well.

40 7
2. I (have, have not) learned some new techniques at this meeting.

46 1 (1 may)
3. This meeting (will, will not) help me to do my job better.

47 2
4. I (think, do not think) this meeting dealt with real problems.

5. Considering this meeting as a whole, how would you rate its value to you?

Much	Some	Little	None
30	20		

Other comments:

MATERIALS

METHODS

MACHINES

center

NUMBER 17 NEWSLETTER JANUARY 1970

EXHIBITS, EXHIBITS, EXHIBITS!

A collection of approximately 800 books will be on exhibit at The Center on February 16-20. There will be titles for elementary, junior high and senior high students. Catalogs are available so you may mark your own copy for selection or recommendation for future ordering or for preparation of reading lists.

You may examine this collection 8:30 - 5:00 P.M. on February 16-20 and 7:00 - 9:00 P.M. on February 17.

The "paperback exhibit" was so popular last year that a repeat will be held starting February 23 and continuing until April 30. The approximately 1200 titles will include books for all grades and young adults. The books will be for sale at a special discount during the last week of the exhibit. Evening hours may be arranged if a group from your building wishes to examine these books. Call Maxine Stevenson for appointments

VALUES FILMS

Two Values films have been added to the Title III Library. These open-ended stories confront elementary students with moral dilemmas, and when followed by a non-judgmental discussion, allow each student to find his own values. The films are: No. 3720 - The Clubhouse Boat, 19 min., color; No. 3721 - Trick or Treat, 15 min., color.

ALTON AREA HISTORY STUDY PRINTS

The Center has available, for teachers to check out, sets of 11" x 14", mounted, black and white photographs of historical sites around the area. The sets, each consisting of 55 prints, were developed to coordinate with the Alton History Guide used in the fifth grade local history program in Alton schools and are intended primarily for that program. However, they contain pictures of historical sites over a considerable portion of the Title III area and should be of general interest to teachers in other districts. Alton elementary teachers may secure sets of the pictures through the Alton Bookmobile. Other area teachers may check out the set through the film clerk, Pat Middleton.

SIU READING CONFERENCE

Secondary Reading Programs, a "Drive-In" reading conference, will be sponsored by the Reading Center of Southern Illinois University, Edwardsville, on Wednesday, February 18, from 4:30 to 9:00 P.M. The registration fee of $3.50 includes dinner in the University Cafeteria, a selection of group meetings, and the main address by Dr. Morton Botel, University of Pennsylvania.

If further information is desired, contack Dr. David E. Bear, Reading Center, SIU, Edwardsville. Registration forms may be secured also from the Reading Laboratory of the Alton Area Center.

AUDIO TEACHING TAPES

The Curriculum Lab has recently acquired an additional number of Wolensak Teaching Tapes. Subject areas represented include mathematics, science, social studies and language arts. We now have available for teacher use and evaluation sixteen reel to reel tapes and thirteen cassette tapes. If the use of the tape recorder is part of your instructional program, you might want to examine these tapes.

ARE YOU LISTENING?

A task group of nine teachers had an opportunity to explore listening skills by using Communication Models. Will Roy, Naomi Naylor and Donald Gawronski from the Nextep program at SIU worked with the participants utilizing certain basic listening and clarifying skills to help them use the models effectively. Small groups of four practiced on the Sender-listener model and Focus groups.

The following teachers, after participating in the practice sessions, will now try these techniques in their classroom:

> James Lippert, Barbara Nilsson, Norma Judkins, Alton; Barbara Thielemann and Grace Thorp, Roxana; Ronnaug Bull, John Wheerly, Annie Marie Walsh, Jerseyville; Thelma Benson, Wood River; Mary Dean, Southwestern.

A print out of skills and techniques, as well as results of these workshops, will be sent to all those who requested information on the interest inventory. The next meeting of the task group will be in February.

CALL FOR SERVICE

Do you have new programs or materials in your room this year, and do you need help in evaluating their usage? Are you seeking a refreshing idea for your reading, spelling, science, or math class? Have you explored the Handbook of Curriculum Materials for a program which you would like to examine?

The Staff of the Reading Laboratory welcomes an invitation to visit with you in your classroom: Grace Armstead and Aaron Peterson in reading and the language arts; Richard Teichmann in science and math. Give us a call so we may visit with your boys and girls.

WHAT'S NEW
PROFESSIONAL LIBRARY

The following books have been added to the professional library.

Adoff, Arnold, Ed. Black on Black. Macmillan, 1968.

Aichhorn, August. Wayward Youth. Viking, 1963.

Brown, James. AV Instruction Media and Methods. McGraw, 1969.

Davis, O. L. Laboratory Components in Teacher Education or Practicing What We Preach. R & D Center for Teacher Education, 1968.

Illinois Commission on Human Relations. Toward Integrity in American History: Literature of Black History and White Racism.

Jackson, Miles. Bibliography of Negro History and Culture for Young Readers. University of Pittsburgh Press.

Jacobson, Paul. Effective School Principal. Prentice.

Katz, Bill. Magazines for Libraries. Bowker.

Katz, William Loren. Teacher's Guide to American Negro History. Quadrangle, 1968.

Passow, A. Harry, Ed. Developing-Programs for the Educationally Disadvantaged. Teachers College Press, 1968.

Pinkney, Alphonso. Black Americans. Prentice, 1969.

Radler, D.H. Success through play. Harper, 1960.

Raths, Louis. Values and Teaching; Working With Values in the Classroom. Merrill, 1966.

Schmidt, Victor. Teaching Science With Everyday Things. McGraw, 1968.

Scott, Marian. Periodicals for School Libraries. ALA, 1969.

Stibitz, E. Earle, Ed. Illinois Poets. Southern Illinois Univ., 1968.

Wagner, Guy. Science Games and Activities. Teachers Publishing Corp., 1967.

Webb, Howard, Ed. Illinois Prose Writers. Southern Illinois University, 1968.

Wilson, David, Ed. Annotated Bibliography of Published Works from R & D Center for Teacher Education. 1969.

A CHARGED WORKSHOP

On December 15 the following teachers participated in an all-day workshop on electricity: Landa Cook, Ruth Carr, Carol Buhs, Shirley Ackman, Jane Bradbury, Louis Barron, John Kollins, Richard Gardner, Charles McClory, and Dorothy Kasinger. The development of an outline for the teaching of electricity and magnetism was considered. The materials and activities necessary for presenting this unit to their students and actively involving those students were listed and constructed. Additional discussions included pre- and post-testing, developing behavioral objectives, and using micro-teaching as an aid in self-evaluation and improvement. A second meeting will be held whereby those materials and activities used can be evaluated in terms of practicality, student responsiveness and student achievement. It is also hoped that some work in micro-teaching can be utilized.

PRACTICING VALUE TECHNIQUES

Eleven teams, consisting of twenty-seven participants, are directing their attention to practicing value clarification techniques. Under the direction of Mrs. Mary Blanche Jordan, the participants are enjoying opportunity to explore instruments and techniques aimed at achieving a deeper awareness and a better understanding of students. Following training, the teams are charged with the responsibility of aiding their fellow teachers in becoming familiar with some of these procedures. It is not intended to create so-called instant experts. However, it is believed the workshop participants wil be sufficiently capable, following six full days of training, to communicate relevant experiences to other classroom teachers.

There will be two evening sessions in which the participants will discuss the techniques and items that had the highest benefits in their classrooms. These evening meetings will be open to any classroom teacher. The specific date and time will be announced at a later date.

The following is a list of the training participants:

Alton School District

East Junior High
  Chester D. Ryan, Counselor
  Donna Stokes, Grade 9-English
  Janice Ryan, Grade 9-English

Humboldt Elementary
  James Adams, Counselor
  Delphine Wiseman, Grade 3
  Lucy S. Hines, Grades 3 & 4

Lowell Elementary
  David Oberlink, Grade 5
  Lou Rayborn, Grade 5
  *Kenneth Scott, Principal

Washington Elementary
  James Bailey, Principal
  Marilyn Dillow, Grade 4
  Lulu Simms, Grade 1

Alton Senior High
  Rita Weiss, English
  C'louis Vest, Counselor
  Pat Moore, Grades 10 & 12-English

Jerseyville School District

Grafton Elementary
  Ellan Clifford, Grade 2
  West Elementary
  Betty Allgood, Grade 4

Roxana School District

Roxana Junior High
  Norma Hamelmann, Grades 8 & 9-Math & Algebra

Roxana Senior High
  Birdine M. Groshong, Grades 9-12-Speech

Burbank Elementary
  Mary Hale, Grades 5 & 6

Central Elementary
  Mary Ennis, Grade 5

Bethalto School District

Forest Homes Elementary
  Sandra Wilson, Grade 1

East Elementary
  Fredna Scroggins, Grade 5

Civic Memorial High
  Mary Hodge, Grade 10-English
  Louise Sheary, Art
Bethalto Zion Lutheran
  Rev. W. B. Hemenway, Principal
  John McWhirter, Grades 5 & 6

WHAT IS MICROTEACHING?

Microteaching is an innovative training concept that may be applied to the professional development of teachers at both pre-service and in-service levels.

The microteaching clinic of the School of Education, Stanford University, has prepared a series of short 16mm films of model teachers demonstrating technical skills. A partial listing of the skills covered are: the teacher's responses to students, questioning techniques, lecturing methods, creating student involvement, cueing, set induction, silence and non-verbal cues, and use of examples.

Elementary principals may now secure any one of the eighteen films for use with their faculty groups. For assistance in planning, call either Mr. Teichmann, Mr. Chappell, or Mr. Casper at The Center.

WRITING BEHAVIORAL OBJECTIVES?

If so, you may have difficulty in stating your objectives in terms of student behavior. The Center now has ten filmstrip-tape programs related to the new Prentice-Hall texts by W. James Popham and Eva L. Baker. Those available now are:

- Educational Objectives
- Systematic Instructional Decision Making
- Selecting Appropriate Educational Objectives
- Establishing Performance Standards
- Appropriate Practice
- Perceived Purpose
- Evaluation
- Defining Content for Objectives
- Identifying Affective Objectives
- Analyzing Learning Outcomes

These programs are available to principals for use with teacher groups. Center staff will assist with planning. Call Mrs. McConathy at The Center for scheduling.

MODEL ROCKETRY

Two model rocketry clubs have organized recently. Mr. Terry Primas at St. Patrick's in Alton is working with a seventh grade group, while at Burbank School in Roxana, Mr. Marvin Shipley has a group of sixth graders actively involved with all phases of model rocketry. A veteran of model rocketry, Mr. George Franke of East Alton Junior High, should also be noted. If you have any questions about how to get started, the pitfalls or the triumphs of this exciting activity, I am sure any of these gentlemen will be glad to answer any of your questions and give you a rundown on how to integrate this hobby with your regular science program.

ROAST MULES

Can you make one word out of the letters in "Roast Mules?" If you give up quickly, call Mr. Peterson for the answer. Also, discuss the Word Detective Association with him. The Association now has sixteen chapters operating in the area, and Mr. Peterson will be glad to enroll your group. In addition, the WDA has published a number of game sheets, copies of which are available upon request.

"WHAT THE TEACHER EXPECTS FROM A PRINCIPAL," was the subject of a survey conducted recently by Mrs. Martha O'Malley. Results of the survey were presented to elementary principals at a Center workshop by Mrs. O'Malley. Copies of the survey are available at The Center.

Alton Area Supplementary Education
Center Newsletter

Published monthly from
the office of The Project Director
2739 East Broadway
Alton, Illinois 62002
Telephone: 462-1021

Methods

Materials

Machines

An ESEA Title III Project serving public and non-profit schools of Alton

Bethalto

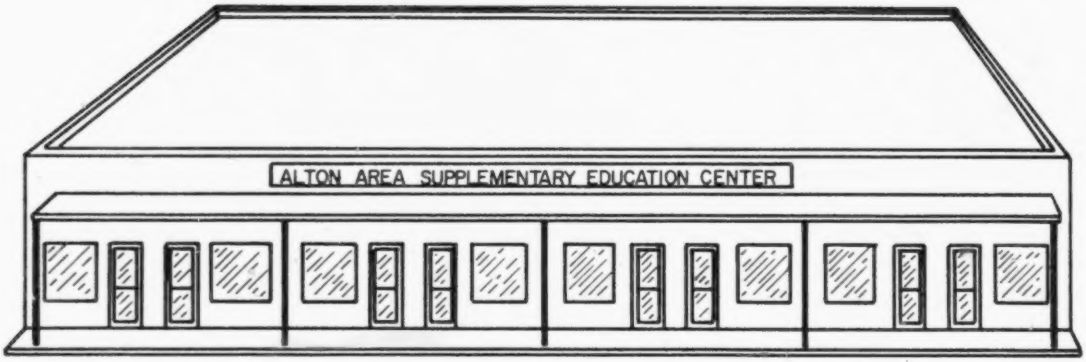
East Alton

Jerseyville

Piasa

Roxana

Wood River


ALTON AREA SUPPLEMENTARY EDUCATION CENTER

2739 East Broadway Alton, Illinois 62002 Telephone 618 462-1021

THE ALTON AREA SUPPLEMENTARY EDUCATION CENTER

offers

inservice education for teachers

Methods and techniques of teaching such as this earth science field trip are discussed by teachers and consultants at workshops sponsored by the Center.

Instructional materials in all subjects of grades K 12 have been assembled for review and evaluation by the 1600 teachers served by the Center

Teachers receive instruction in using audiovisual and graphics equipment and in the preparation of teaching materials.

Both elementary and secondary teachers learn effective teaching techniques with reading materials and machines.

A 16 mm film library of more than 700 titles is available to area teachers. Film delivery service is provided to all schools each Monday, Wednesday and Friday.

Editorials

ALTON EVENING TELEGRAPH

MONDAY, NOVEMBER 13, 1967

To Train Teachers

Another example of what can be done through combined efforts of communities and their governmental units was given the public Sunday in the open house of the Alton Area Supplementary Education Center on East Broadway.

Here we have the picture of educational institutions from Madison, Jersey, and Macoupin counties joining together in a common program that provides specialized training for their teachers interested in the subjects involved.

Thus teachers realizing their need for coaching in such specialties as audio-visual program, library services, improved reading, and research methods can find not only instruction but a wide assortment of equipment.

They can take their training on the "in-service" basis, without interruption of their regular duties (and bread-earning — an important factor).

They need not go through the folderol of enrolling in universities and concerning themselves over accreditation. They take the education because it will be helpful to them and they want it.

The list of districts involved in the project — sponsored by Alton No. 11 — is revealing. It includes many schools on both the public and parochial side of the fence.

We sometimes find critics of those who idolize mere size in whatever they consider.

Here, however, is a case where size of an area covered can make possible a highly selective pinpointing of subject matter for study and still maintain sufficient class size to make the study worth while.

ALTON EVENING TELEGRAPH

Wednesday, February 5, 1969

Special Workshop Set at Alton Educational Center

A special workshop using video tapes of area teachers working in their classrooms is scheduled for Thursday, Feb 6, at the Alton Area Supplementary Education Center, John E. Chappell, administrative assistant announced.

The workshop will begin at 9 a.m. and continue until 3:30 p.m. at the center, 2739 E. Broadway, Alton.

Dr. Michael Myers, a staff member at the center and Donald K. Dillie, director of In-Service Training and Research, Lakeview High School Demonstration Center, Decatur, will assist the teachers in the use of the Flander's self-analysis scale.

Alton teachers participating are: Anastasia Arger and Lyna Overby, Godfrey School; Jessie Ryan, Lincoln School; Mary Kay Tirrell, Robert Biby and Tom Gunning, Central Junior High; Nan Paeltz and Ben Whiteside, Alton Senior High and Dorothy Nevins, Washington School.

Teachers from area schools participating are Mary Barnett, Lewis & Clark, Wood River Elementary; Emily Carroll, Dow School in Jerseyville District; Pat Jolly, Jerseyville; George Lahr and Charles Guthrie, Southwestern School District and Esther Hazen, Blair School, East Alton Elementary

ALTON EVENING TELEGRAPH

June 14, 1968

Big Film Library Available

Area school teachers have a large film library available to them, through the Alton Area Supplementary Education Center, 2753 E. Broadway, with a stock of about 640 films at present.

That compares with a stock of 308 films last year. The library circulated some 1,500 films last school year.

The library is a film cooperative, federally funded, and covers the school districts in Jerseyville, Southwestern, Bethalto, Roxana, Wood River, East Alton, and all parochial schools in that region. All funds for the library come from the federal government under the Title 3 program, but next year there bee be a small amount of local support from the districts in the cooperative.

Films are delivered to teachers three times a week, on Mondays, Wednesdays and Fridays. The center is holding workshops for in-service training in the utilization of films in the classroom.

Among the films which are popular with teachers is one called the "American Spectacle," a portrait of the wonders of nature throughout America. Also popular is a reading series.

In the primary grades one popular film is entitled "Gray Squirrel," about a mother squirrel which hunts for food and prepares for winter. Another popular primary film is about farm animals, showing children spending a day on a farm where they learn to identify cows, horses and so on.

In the high school level, the humanities get a big usage. Two films are Hamlet, the Age of Elizabeth, which discusses the theater, and "Macbeth, the Politics of Power," in which an actor interprets the characters in a play.

The center is trying to expand its film library in other subjects, such as vocational edcucation, home economics and human relations.

100 Area Teachers Attending Visual Materials Workshop

Approximately 100 Alton area teachers will this summer attend in-service training sessions on the utilization of visual materials at the Alton Area Education Center.

The first of the weekly session started Monday and each week will see a new group of teachers at the center for their in-service training.

Teachers from Alton, East Alton, Wood River, Roxana, Bethalto, Jerseyville, Southwestern High and others have reserved time to attend the various workshops.

The faculty members will be assisted in the preparation of posters, bulletin boards, transparancies and the lamination of materials.

They are receiving training in the utilization of photography, educational films, opaque projectors, lettering devices, and tape recorders for use in their classrooms.

The in-service training of the teachers improves their skills and techniques in the utilization of visual materials in their classrooms.

Coordinating and conducting the workshops at the center, which is a Title III federal project, are Barbara Sekerka, Byron Sackett and Roger Foxall.

The JOURNAL, Wood River, Illinois JULY 18, 1968

Workshops And Conferences Used In Program

Supplementary Education Center In Alton Is Big Help To Teachers

> ***"A unique feature of the Center is the fact that it is a cooperative effort of the area schools to work together to improve education by helping teachers keep up with educational changes."***

[illegible]

[illegible]

[illegible]

LETTERING AS A TEACHING AID. Media Specialist Roger Foxall explains lettering techniques at a Summer A-V workshop. The teachers are, from left: Robert Robinson, Woodrow Wilson Elementary, Wood River; Daniel Adams, Irving Elementary, Alton; Kathryn Dey, Bethalto East; and Edith Lahey, McKinley Elementary, Alton.

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
22
READING RESEARCH INSTRUCTIONAL MATERIALS

Marquette Division NEWSLETTER

Volume 6, No. 1 November, 1968

TITLE III IN-SERVICE TEACHER TRAINING

Approximately 1600 teachers of the Marquette Division are involved in a cooperative effort to improve education. In an attempt to assist teachers in keeping up with rapid educational change, a Title III Supplementary Education Center was created in Alton.

The cooperating schools comprising the federally funded Title III Project are Alton, Bethalto, East Alton Elementary, East Alton-Wood River High, Jerseyville, Roxana, Southwestern, Wood River-Hartford Elementary, the Parochial schools in Alton, Bethalto, East Alton, Jerseyville, and Wood River, and the Lutheran School in Bethalto.

Teachers attend all day workshops at the Center during the regular school day. The participating school districts are reimbursed by the Title III Center for substitutes needed to replace teachers attending the workshops.

The Reading Division of the Center provides in-service training workshops in curriculum areas, utilization of reading equipment, materials, kits, and programs. Reading consultants are available to assist teachers at the Center and in their buildings. A loan out procedure for teacher evaluation of new curriculum materials in an actual classroom situation is provided on a limited basis. This is an important service to teachers and schools and facilitates the wise selection and purchase of curriculum materials.

Another division of the Center's in-service program is an audiovisual lab. Teachers receive training in transparency production and utilization, picture mounting, laminating, bulletin board techniques, lettering devices, and effective use of AV equipment in the multi-media approach. Unique services of the AV lab include a fast tape duplicator, slide copier, photography assistance, and educational television.

A very popular facet of the Center is the 16mm film library which provides delivery and pick-up services to the participating schools three times a week.

The implementation of the Instructional Materials concept is another aspect of the Alton Area Supplementary Education Center. The IM area of the Center maintains a collection of new instructional materials which provide organized, accurate, and up-to-date information about the rapidly increasing supply of educational materials on the market. Thus, it is possible for teachers to examine materials from various sources, and within several price ranges. A professional library is housed at the Center. Workshops are conducted in bibliotherapy, story telling techniques, and selection. Library consultant service is provided at the Center and in the cooperating schools.

The Center's Research Division is an important auxiliary to the area's cooperative effort. It implements school research, evaluates the Title III Project, promotes "action" research by area teachers, assists the research committees, conducts workshops in research writing and techniques, and aids teachers with personal research.

Teachers are utilizing the Center's educational television equipment and the Research Director for teacher self-evaluation with the Flander's Interaction Analysis scale.

The Center provides a common meeting place where teachers from the area schools may exchange ideas, learn of new and innovative advances in their fields, and receive in-service training. Thus, the Center has fulfilled a long recognized need of the area's educators—a program to improve competencies of teachers in knowledge and utilization of multi-media materials in education.

The objective of the Center is to improve teacher effectiveness in the classroom through in-service training of teachers.

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002
Telephone (618) 462-1021

Dear Educator:

The Alton Area Supplementary Education Center, funded by Title III of the Elementary and Secondary Education Act, began operations on June 1, 1967.

A brochure is enclosed which will give a general overview of the program and services.

Considerable attention is being given to:

a. In-service training of teachers in the areas of Reading and Instructional Materials - both Library and Audiovisual.

b. Action or cooperative research to assist classroom teachers in improving instruction.

c. Coordination of the activities of all the departments by the research department - as well as the appraisal of the effectiveness of our program.

d. Workshops held during the school day, with released time for classroom teacher, and reimbursement to the school districts for substitute teachers.

In keeping with the policy of dissemination of Title III projects, we are most anxious to exchange ideas and printed materials. If you are willing to participate, please complete and return the enclosed form.

Sincerely,

James M. Casper
Project Director

dlm
Enclosure

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

DISSEMINATION MEMO

This memo has been prepared for the purpose of (1) dissemination of information and (2) interchange of ideas relating to Title III projects and/or other educational programs.

If you or your organization is interested in participating in a program of exchanging project information, please check appropiate items and mail to:

James M. Casper, Director
Alton Area Supplementary Education Center
2739 East Broadway
Alton, Illinois 62002

TO: Alton Area Supplementary Education Center
Title III Project, E.S.E.A., 89-10

FROM: Name: ____________________

Title: ____________________

Project, School or Organization: ____________________

____

Address: ____________________

Date: ____________

( ) Place us on your mailing list to receive bulletins and brochures.

( ) Also place us on your mailing list to receive monthly newsletters.

( ) I (or we) would like to visit your project and will contact you as to a definite date.

( ) Our project (or organization) will place you on our mailing list to receive brochures and bulletins relating to our program.

A LIST OF PUBLICATIONS OF THE CENTER

During the three years of operation the publications listed below were produced by the Center staff. Some of these are available for distribution, and copies of all of them are on file at the Alton Education Center Library, 2739 East Broadway, Alton, Illinois 62002.

Application for Operational Grant: Alton Area Supplementary Educational Center.
The original proposal for the project.

An Evaluation: Alton Area Supplementary Education Center, 1968.
Evaluation of the first year of the project.

An Evaluation: Alton Area Supplementary Education Center, 1969.
Evaluation of the second year of the project.

A Guide to Centralized Processing of Instructional Materials for Alton Community Unit School District, Alton, Illinois.

Handbook of Curriculum Materials.
Annotated list of 618 curriculum programs.

Problems of Beginning Teachers as Found in: Bond, Calhoun, Greene, Jersey, Macoupin, Madison, Randolph, and St. Clair Counties in Illinois.
A study sponsored by Phi Delta Kappa.

A Study Designed to Identify Some Factors Relating to Retention of Elementary Children.

Supplementary Spelling Booklet.
Example materials used with spelling curriculum groups.

Vocabulary Varieties of 1968.
Twenty pages of word games and puzzles.

Word Detective Association.
Twenty-five pages of word-game sheets.

COMMUNITY AGENCIES SERVED BY THE CENTER

The organizations listed below received services of various kinds from the Center. For further information see Chapter IV.

Alton Specialized Services, Illinois Vocational Training
Alton State Hospital
American Cancer Society
Day Care Center, Southern Illinois University, Edwardsville
Delta Kappa Gamma
Edwards Street Day Care Center
Exchange Club
Friends of Hayner Public Library
Industrial Training Programs for Hard-Core Unemployed
Junior Service League
Lincoln Gardens Community Center
Madison Council for Exceptional Children
Madison County Mental Health Association
Madison County - Proposed Learning Disability Council
Middletown Neighborhood Center
Mother's Clubs
Parent Teachers Associations
Y.W.C.A. Day Care Center

CHRONOLOGICAL OVERVIEW OF CENTER WORKSHOPS

1967 - 1968

OCTOBER

Methods, Materials and Motivation - Elementary Reading (4 sessions)

Overhead Projector Utilization

16mm Films and Overhead Projector Utilization

Madison County Institute

NOVEMBER

Overhead Projector Utilization and Transparency Preparation

16mm Film Utilization

Reading Skills in Science Through the Inquiring Mind - Junior High

Reading Through Literature - Junior High

16mm Projector Utilization and Transparency Preparation

Social Studies - Junior High

DECEMBER

Evaluation and Selection of Materials

16mm Film Utilization, Laminating and Transparency Preparation
(3 sessions for Parochial Schools)

Enriching Reading in the Primary Grades (2 sessions)

Lettering and Laminating (2 sessions)

Laminating and Lettering and Transparency Preparation (Parochial School)

JANUARY

Alton Area Film Selection Committee

Lettering and Laminating (4 sessions)

Reading Improvement in Science and Social Studies - Intermediate (4 sessions)

FEBRUARY

Reading in Geography - Junior High

Lettering and Laminating (4 sessions)

Reading Skills in Science - Junior High

In-Service Clinics in Schools

Transparency Preparation (3 sessions)

Tape Recording Techniques

Comprehension and Reading Machine Programs (2 sessions)

Jersey County Institute

MARCH

Transparency Preparation

Southwestern Institute - Transformational Grammar

Social Studies Curriculum - Primary

Principals' In-Basket Workshop

Illinois Reading Service - Evaluation and Selection of Materials

In-Service Clinics in Schools

Madison County Institute

Tape Recording, Filmstrip and Projector Utilization

16mm Projector Utilization

Transparency Preparation

Utilization of A.V. Equipment and Materials: (2 sessions)

Bulletin Boards
Lettering
Laminating

Closed Circuit TV
Ektagraphic Visualmaker
Transparencies

APRIL

Transparency Preparation (3 sessions)

Planning Session in American History

K-1 Reading - Readiness Programs (3 sessions)

Science - Biology

In-Service Clinics in Schools

Tape Recorder Techniques

Utilization of A.V. Equipment and Materials (2 sessions)

Transparency Preparation (5 sessions)

Tape Recorder Techniques - 2 x 2 Slide Making (3 sessions)

MAY

Transparency Preparation (4 sessions)

Senior High American History

Controlled Reading

Junior High Social Studies Curriculum Group

In-Service Clinics in Schools

Tape Recorder Techniques - 2 x 2 Slide Making (4 sessions)

Transparency Preparation (5 sessions)

JUNE

One Week Workshop for Teacher Preparation of Instructional Aids (2 sessions)

JULY

One Week Workshop for Teacher Preparation of Instructional Aids (2 sessions)

AUGUST

One Week Workshop for Teacher Preparation of Instructional Aids (2 sessions)

Special Education Workshop - Curriculum Planning

Alton Title I - Reading Teacher In-Service (5 sessions)

CHRONOLOGICAL OVERVIEW OF CENTER WORKSHOPS

1968 - 1969

SEPTEMBER

Transparency Preparation (2 sessions)

The First R in Research is Reading - Primary

Exploring the World of the Language Master

OCTOBER

Transparency Preparation (3 sessions)

American History

Reading Interests and Skills - Junior High

Vocabulary Varieties of 1968 - Intermediate (5 sessions)

Modern Multilevel Materials - Parochial Teachers

The Role of the Reading Machine - Elementary

The Four S's - Social Skills - Special Education

Fun With Math - Elementary and Junior High

Youth Development Service - Reading Tutors (2 sessions)

Writing Research Reports - Director of Research (4 sessions)

Junior High Social Studies - Curriculum Group

Secondary English - The Underachievers

In-Service Clinics in Schools

Transparency Preparation (3 sessions)

Heat Press and Mounting Techniques (4 sessions)

Lettering and Laminating (2 sessions)

Preparation of 2 x 2 Slides (2 sessions)

Tape Recorder Techniques

In-Service Clinics in Schools (Continued)

16 mm Film Utilization

Wood River-Hartford Elementary In-Service Institute

Bethalto District #8 - Reading Machine Program - Intermediate

NOVEMBER

Laminating and Lettering (2 sessions)

Home Economics Curriculum Group (3 sessions)

Social Studies (Elementary - Parochial)

Local Government - Secondary

Biology

Developing Inquiry Ideas, Materials & Methods - Junior High

Hoffman Reading Demonstration - Area Administrators

Primary Social Studies (2 sessions)

Youth Development Service - Reading Tutors (2 sessions)

S.I.U. Class - Problems in Reading

The Living List - Vocabulary Enrichment - Elementary

Book Selection Clinic (4 sessions)

Dynamic Poetry - Junior High

Junior High Social Studies Curriculum Group

In-Service Clinics in Schools

Building Bulletin Boards

Lettering and Laminating (6 sessions)

Transparency Preparation (3 sessions)

DECEMBER

Laminating and Lettering (3 sessions)

How Are You Doing? Reading for New Teachers - Intermediate

Intermediate Science Program

Working Workshop for Junior High Geography

In-Service Clinics in Schools

Laminating and Lettering (2 sessions)

JANUARY

Bulletin Boards (4 sessions)

Paperback Book Exhibit

A Program Around Social Problems (Jr. & Sr. High)

Teaching Science to the Slow Learner - Junior High

Research and Reading - Intermediate

Controlled Reading Machine Programs - Intermediate

Special Education - Intermediate

Dynamic Poetry - Senior High

What Makes an I.M. Program Work

In-Service Clinics in Schools

16mm Film Utilization

Transparency Preparation

Building Better Bulletin Boards

Tachomatic 500 Reading Machine

FEBRUARY

Bulletin Boards (4 sessions)

Paperback Book Exhibit

Intermediate Science Program

FEBRUARY (Continued)

Maps and Map Reading - Secondary

Readiness for Learning - Elementary

Teacher Self-Evaluation Workshop (Flanders and ETV)

How Does A Film Mean?

Cataloging Non-Print Material

Readiness for Reading - Primary (K-1)

Phonics Program - Primary

In-Service Clinics in Schools

Laminating and Lettering (2 sessions)

Building Better Bulletin Boards (2 sessions)

Transparency Preparation

MARCH

Building Better Bulletin Boards (5 sessions)

Developing Learning Readiness - Primary

American History

i.t.a. on Display - Primary

Primary Science Program

Bridging the Gap

New Materials - SRA - Elementary

APRIL

Transparency Preparation (4 sessions)

OSPI - Instructional Materials

Primary Science Program

Ed. Ad. 560 Class, S.I.U. - Curriculum

Tomorrow's Lesson Today - Research on Reading - Elementary

APRIL (Continued)

Earth Science Field Trip - Secondary

Bibliotherapy

Title I Summer Program - Reading and Math (8 sessions)

MAY

Laminating and Lettering (2 sessions)

The Educational Scene - Its Implications for School Public Relations - Administrators

In-Service Clinics in Schools

Heritage Educational Center - Carthage, Illinois

JUNE

Group Dynamics Elementary and Secondary (2 sessions)

Library Clerk Training (2 sessions)

One Week Workshop for Teacher Preparation of Instructional Aids (3 sessions)

JULY

Social Studies - Simulation Activities - Secondary

One Week Workshop for Teacher Preparation of Instructional Aids (2 sessions)

AUGUST

One Week Workshop for Teacher Preparation of Instructional Aids

CHRONOLOGICAL OVERVIEW OF CENTER WORKSHOPS

1969 - 1970

SEPTEMBER

Review of i.t.a. Fundamentals - Primary

In-Service Clinic in Schools

SRA Reading Laboratories - Elementary - Parochial

Model Rocketry Demonstrations - Elementary & Jr. High (8 sessions)

OCTOBER

Transparency Preparation (4 sessions)

Youth Development Service - Reading Tutors (3 sessions)

Book Selection (5 sessions)

Audio Flashcard Program - Electronic Futures, Inc. - Elementary

Leadership and Group Dynamics - Secondary (2 sessions)

In-Service Clinics in Schools

Southwestern Institute - Individualized Reading - Elementary

What Makes Your I.M. Center Work!

Bethalto Institute - Spelling and Perception

Transparency Preparation (4 sessions)

Tachomatic 500 Reading Machine - Elementary (5 sessions)

Model Rocketry Demonstrations - Elementary and Secondary (9 sessions)

NOVEMBER

Building Better Bulletin Boards (4 sessions)

Youth Development Service - Reading Tutors

Experiences in Science - McGraw-Hill - Elementary

Distar - Reading - SRA Exhibit

NOVEMBER (Continued)

Creative Writing

Illinois Reading Service - Evaluation and Selection of Material

In-Service Clinic in Schools

Overhead Projector Utilization

Model Rocketry Demonstrations - Elementary (3 sessions)

Evaluation and Selection of Materials

Alton Institute - Science - Junior High

DECEMBER

Elementary Principals' Workshop

Secondary Reading Tutors Conference

Electricity Workshop - Elementary and Junior High

In-Service Clinics in Schools

Developing Learning Readiness - Primary

Model Rocketry Demonstrations - Junior High (3 sessions)

JANUARY

Listening Task Group

Social Values Elementary and Secondary (3 sessions)

Curriculum Materials Program and Exhibit - Scholastic

Alton Social Studies Curriculum - Junior High

Student Teachers Workshop

Lettering and Heat Press (2 sessions)

Language Arts and Mathematics Economy Company Exhibit

In-Service Clinics in Schools

Distar Reading Demonstration - Primary

Transparency Preparation (2 sessions)

Model Rocketry Demonstration - Elementary

FEBRUARY

Social Values Elementary and Secondary (2 sessions)

Books on Exhibit (5 sessions)

Lettering and Heat Press (2 sessions)

Alton Science Curriculum - Junior High (2 sessions)

S.I.U. Student Teachers

Paperback Book Exhibit

Listening Task Group

Alton Science Curriculum - Elementary (2 sessions)

Tape Recorder Techniques and 16mm Projector Utilization (2 sessions)

Principals, Assistant Principals and Counselors Workshop

Electricity Workshop - Elementary

In-Service Clinics in Schools

Transparency Preparation (3 sessions)

Distar Reading Demonstration - Primary

SRA Reading Laboratory Demonstration - Elementary - Parochial

Model Rocketry Demonstration - Elementary

MARCH

Building Better Bulletin Boards (4 sessions)

Social Values Elementary and Secondary (2 sessions)

Alton Science Curriculum - Junior High (2 sessions)

S.I.U. Special Education Class

Alton Science Curriculum - Elementary (2 sessions)

Listening Task Group

Paperback Book Exhibit

In-Service Clinics in Schools

Transparency Preparation (2 sessions)

Model Rocketry Demonstration - Elementary

Alton Institute - Enrichment Reading - Intermediate

APRIL

Paperback Book Exhibit

Listening Task Group

Social Values - Elementary and Secondary

Social Studies - Student Teachers

Alton Institute - Adjusted Language Arts - Elementary

Distar Curriculum - Primary

Math - Enrichment - Elementary and Junior High

In-Service Clinics in Schools

I.M. Center and the Curriculum

Transparency Preparation (2 sessions)

Model Rocketry Demonstrations - Elementary

MAY

Hancock County - Occupational Orientation

Career Development for Children

Ungraded Premises for Elementary Schools

Modular Scheduling for Junior and Senior High School

Title I Summer Program - Reading and Math (2 sessions)

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

TO: Superintendents
FROM: James M. Casper
DATE: September 23, 1969
RE: Announcement of workshops

Enclosed you will find announcement for the workshop "Preparation of Transparencies".

*You will note that this has been planned for teachers of grades K-12 with some emphasis on beginning teachers, or teachers new to your district.

The number of teachers to be sent from your district is:

October 7 ________

October 9 ________

October 21 ________

October 23 ________

Each superintendent, or staff member designated, should select teachers at the earliest possible date.

Please notify the teacher and send them a copy of the enclosed program, marking the day they are to attend.

Our staff feels that you should attempt to send teachers who are interested in attending and who have a need for this training.

The primary objective of this in-service program is to improve instruction in the classroom.

Appendix H - 2

Alton Area Supplementary Education Center
2739 East Broadway
Alton, Illinois
Ph. 462-1021

Audiovisual Staff
Bill J. Zillion, Coordinator
Roger E. Foxall, Media Specialist
Byron E. Sackett, Graphic Arts Specialist

HOW MUCH EXPERIENCE DID YOU SAY YOU HAD WITH THE OVERHEAD?

A. V. Workshop
9:00 a.m. - 3:30 p.m.

Topic: Transparency

9:00 - 9:05	Mr. Foxall	WHO'S WHO Introduction of Staff
9:05 - 9:30	Mr. J. Ryan Mr. F. Rooney	GBC Laminator - Color Lifts
9:30 - 9:50	Mr. Sackett	WOULD YOU BELIEVE! Transparency Techniques
9:50 -10:05		AT LAST - - - - - - -COFFEE BREAK
10:05 -10:15	Mr. Foxall	YOU MEAN EVEN I CAN DO IT? Teacher made Transparency
10:15 -10:30	Mr. Sackett	I DON'T BELIEVE IT! Color Lift Transparency
10:30 -12:00		TIME TO EXPLORE, EXPERIMENT AND EXERCISE - own talents.
12:00 - 1:00		SATISFY HUMGER DRIVE
1:00 - 1:20	Mr. Foxall	A CHILD CAN DO IT. Thermo-Fax, Verifax and Par-Lab.
1:20 - 1:45	Mr. Sackett	SKILL. . . . . . .Diazo - Photographic reversals and overlays.
1:45 - 2:00		RELAX. . . . . . .TAKE A BREAK. . . . .
2:00 - 3:20		Participation, Practice and Planning
3:20 - 3:30		WAS IT WORTH IT ? ? ? ? ? ?
		EVALUATION

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002
Phone 462-1021

TO: All Teachers
FROM: Title III A.V. Department
DATE: April 16, 1969
RE: Audiovisual Summer Workshop

WHAT ARE YOUR PLANS FOR THE SUMMER? PLAN NOW TO SPEND A FEW DAYS WITH US.

Regarding Audiovisual Summer Workshops on lettering; bulletin boards, posters and charts; teacher-made overhead projectuals or transparencies; photography, duplicating slides, producing slides, B&W prints, filmstrip production, possible super 8 mm production and dark room procedures; preview and utilization of 16 mm projector and Title III films; in-service training in the utilization of various A.V. equipment (Tape Recorder, Overhead, etc.). Registration is limited on a first come, first served basis.

WORKSHOP ACTIVITIES

1. Any poster or chart that you desire to make can be done at this time. Completed projects may be laminated.

2. Projectuals or transparencies will be reproduced from teacher-made originals. We also have the Diazo and 3-M Masters in the various subject areas; plus contact tapes in assorted sizes, colors and designs that may be used on your transparency charts, graphs, etc. They add color and emphasis to specific points desired by the teacher.

3. In-service instruction in various methods of photography; such as; duplicating slides, producing slides, B & W prints, filmstrip production, possible super 8 mm production and dark room procedures. All film and flash bulbs must be furnished by the person attending the workshop. Contact Byron Sackett, Graphic Specialist, 462-1021, Ext. 25, for information concerning the correct type and number of film and flash bulbs to bring.

WHAT TO BRING

1. Ideas for teacher-made overhead transparencies. The materials for transparencies supplied by the Center are limited to five (5) per teacher. If more are desired the transparency materials should be obtained from your school's supply.

2. Pictures to be incorporated into your posters, charts, etc. if the project requires them. The Center will supply up to five (5) 22" x 28" sheets of poster board and up to five (5) 12" x 18" sheets of construction paper.

3. Completed projects may be laminated. The Center will furnish laminating material for 3 large or 6 small pictures or posters.

4. Teachers attending the workshops desiring to do work in photography must furnish all film and flash bulbs. Please contact Mr. Sackett for information on what to bring.

DATES FOR WORKSHOPS

June	9th Through 13th	9:00 - 3:300 (One Hour Noon Break)
	16th Through 20th	" "
	23rd Through 27th	" "
July	7th Through 11th	" "
	14th Through 18th	" "
	21st Through 25th	" "
August	11th Through 15th	" "
	18th Through 22nd	" "

Return the attached Registration Form to the Alton Area Supplementary Education Center, 2739 East Broadway, Alton, Illinois, via the film delivery truck by May 14, 1969.

Teachers who are teaching summer school may sign up for ½ day sessions.

You will be notified after May 21st of the date of your workshop. Please notify us if you are UNABLE to keep the date which you are assigned so that others may attend in your place.

- - - - - - - - - - - - - - - - RETURN THIS PORTION TO THE CENTER - - - - - - - - - - - - - - - -

AUDIOVISUAL SUMMER WORKSHOP REGISTRATION FORM

Please select the workshop you desire to attend. Please give 1st, 2nd, and 3rd choices if at all possible. Return the REGISTRATION FORM to the Center via the film delivery truck.

	A.M. ONLY	P.M. ONLY	ALL DAY
1st CHOICE			
2nd CHOICE			
3rd CHOICE			

SIGNED____________________

SCHOOL____________________

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway Alton, Illinois

Audiovisual Workshop Evaluation Form

Name______________________________ School District __________________

Building Name ____________________________

Grade or Subject Taught ____________________________

I. Before attending this workshop:

A. Did you experience difficulty in preparing effective bulletin boards? Yes ( ) No ( )

B. What difficulties did you experience?

a. Sources for ideas ( )
b. Lettering problems ( )
c. Selection of materials ( )
d. Arrangement of materials ( )
e. Choosing catchy captions ( )
f. Using colors effectively ( )
g. ____

____

____

II. Workshop Evaluation

A. What did you gain from this workshop:

a. New ideas for bulletin boards and/or sources for finding them? ( )
b. Improved lettering techniques? ( )
c. Techniques for effectively arranging bulletin board materials? ( )
d. Ideas involving a variety of materials suitable for bulletin board use? ( )
e. Ideas for selection and use of captions? ( )
f. Ideas for using colors more effectively? ( )
g. ____

____

____

B. Do you expect to have better bulletin boards as a result of this workshop? Yes ( ) No ( )

C. Would you be willing to complete a questionnaire at some future date to evaluate the effectiveness of this workshop? Yes ( ) No ( )

Appendix H - 6

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois

Audiovisual Workshop Evaluation Form

Name ______________________ School Dist. ______________________

Building Name ______________________ Phone No. ______________

Building ______________________

Grade or Subject Taught ______________________

1. Is an overhead projector generally available for your use?
   Yes_____
   No _____

2. Before attending this workshop, did you use or plan to use the overhead projector in your classroom?
   Yes_____
   No _____

3. Which discussions do you feel were most useful?

   A. Projector Operation _______
   B. Transparency Techniques _______
   C. Teacher-made Transparencies _______
   D. Color Lift Transparencies _______
   E. Thermo-Fax, Verifax, and Par-lab _______
   F. Diazo, Reversals, and Overlays _______

4. Do you believe the techniques demonstrated in this workshop will enable you to use the overhead projector more effectively in your classroom?
   Yes_____
   No _____

5. Would you appreciate a visit from one of the consultants to your classroom to see if you have any questions on the overhead projectors utilization?
   Yes_____
   No _____

6. Would you be interested in working with teachers in your district to develop a transparency unit?
   Yes_____
   No _____

7. Please list any comments, suggestions or topics you would like to see developed for future workshops.

____

____

____

____

____

____

Alton Area Supplemental Education Center

2739 East Broadway **Phone: 462-1021**

INSTRUCTIONAL MATERIALS ORDERING FORM

DIRECTIONS:

SUBMIT FORMS 1, 2, TO FILM CLERK
USE PENCIL - PRINT, DON'T WRITE

AVOID SCHOOL HOLIDAY DATES
USE PRESSURE FOR CLEAR CARBONS

USE DATES COINCIDING WITH DELIVERY DAYS

16 MM FILM CATALOG NO. ☐ TITLE OF FILM ☐

OTHER INSTRUCTIONAL MATERIALS ☐

SCHOOL ☐ TEACHER ☐

DATE DESIRED ☐ Preferred Date ☐ Earliest Usable Date ☐ Latest Usable Date

---

FOR OFFICE USE

IF NO DATE APPEARS IN DELIVERY DATE BOX (BELOW) THE ITEM WILL NOT ARRIVE AS REQUESTED BECAUSE IT IS:

.... Not available for dates requested. Reorder for future date if still useful. Order earlier if advance planning is possible.

.... At your school during time you desired use. Share use with the fellow teacher to whom it is being delivered.

.... Not in Library. Check your source and order from the appropriate film library. Our catalog does not include it.

.... Withdrawn from service and no longer available from us. (Obsolescence, poor condition and irreplaceable or other cause.)

.... Wrong code number used in your order. Recheck catalog and reorder using proper code number for item. Processing requires valid numbers.

.... Other ....

.... Other ....

DELIVERY DATE SCHEDULED: ☐

PRINT NUMBER SENT: ☐

DELIVERY FOR ____________________

DISTRICT # 13

1. St. Matthew's
2. Niagara------------------
3. Washington, E.A.-------
   Lincoln, E.A.------
4. Blair------------------
5. East Alton Jr.---------
6. Eastwood---------------

DISTRICT # 14

7. Wood River High--------

DISTRICT # 15

8. St. Bernard's
9. Lewis Clark Jr.---------
   Washington, W.R.-------
   Lincoln, W.R.----------
10. Woodrow Wilson----------
11. Hartford----------------

DISTRICT # 1

12. South Roxana-----------
13. Burbank, Roxana--------
14. Roxana High------------
    Roxana Jr. High-----
15. Central, Roxana--------
16. Rosewood---------------
17. St. Kevins

DISTRICT # 8

18. Bethalto West----------
19. Civic Memorial---------
20. Wilbur Trimpe----------
21. Our Lady Queen
    of Peace
22. Bethalto East----------
23. North Meadowbrook------
    South Meadowbrook-----
24. Zion Lutheran
25. Cottage Hills----------
26. Forest Homes-----------

DISTRICT # 9

27. Brighton------------
28. Shipman-------------
29. Southwestern Sr.----
30. Southwestern Jr.----
31. Medora--------------

DISTRICT # 100

32. Kane----------------
33. Jerseyville High----
34. Holy Ghost
35. Jerseyville East----
36. Jerseyville West----
37. St. Francis Xavier
38. Delhi---------------
39. Dow-----------------
40. Otterville----------
41. Fieldon-------------
42. Illinois Youth
    Commission--------
43. Grafton-------------
44. Elsah---------------

MISCELLANEOUS

45. St. Ambrose
46. Marquette

DELIVERY FOR________________

HASKELL HOUSE

ST. MARY"S

ST. PATRICK"S

HUMBOLDT----------------

LOVEJOY-----------------

LOWELL------------------

EAST JUNIOR-------------

CLARA BARTON------------

I.M. CENTER-------------

MARK TWAIN--------------

MILTON------------------

HORACE MANN-------------

DUNBAR-------------------

A.H.S. Main-----------
Olin-----------
Annex----------

CENTRAL JUNIOR----------

WASHINGTON--------------

EUNICE SMITH------------

LINCOLN-----------------

DOUGLAS-----------------

ST. PETER & PAUL

IRVING------------------

CATH. CHILD. HOME

WEST JUNIOR---------------

RUFUS EASTON--------------

ALTON ACRES---------------

McKINLEY------------------

DELMAR--------------------

CLIFTON HILL--------------

GILSON BROWN--------------

NORTH JUNIOR--------------

GODFREY-------------------

MASON----------------------

LEWIS AND CLARK------------

UNION----------------------

FOSTERBURG-----------------

THOMAS JEFFERSON-----------

GARFIELD-------------------

WAREHOUSE

Appendix I - 1

IMC

WHAT MAKES YOUR IM CENTER WORK!

The Viewpoint of --

Director of IM

Principal

Librarian

Teacher

WHAT IS YOUR VIEWPOINT?

Come to East Elementary School

October 6, 1969

4:00 - 4:45 P.M.

DYNAMIC POETRY

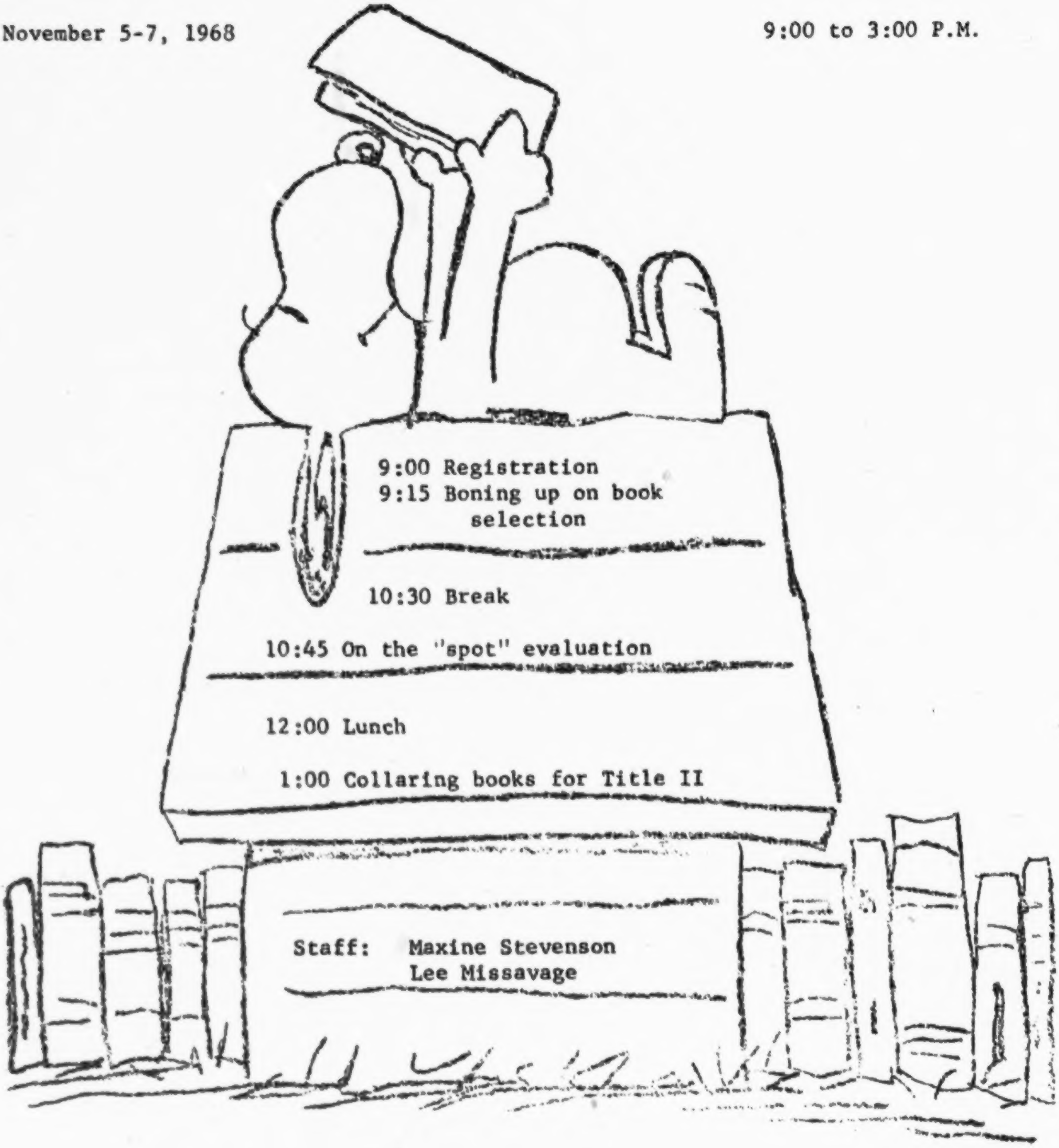
9:00	SIGN IN	
9:15	POW (Poems On the Wall)	Lee Missavage
10:15	BREAK	Chase & Sanborn
10;30	ATTEMPT (A Time To Experience Making Poetry Transparancies)	Roger Foxall
11:15	POT (Poetry On Tape)	Carol Gotschall
NOON	LUNCH	
1:00	POP (Popular Poetry)	Lee Missavage
1:45	PAL (Poetry And the Library)	Vera Whiteside
3:00	RECAP (Review, Evaluation, Criticism And Poetry)	

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois

Appendix I - 3

BOOK SELECTION CLINIC

November 5-7, 1968 9:00 to 3:00 P.M.



9:00 Registration
9:15 Boning up on book selection

10:30 Break

10:45 On the "spot" evaluation

12:00 Lunch

1:00 Collaring books for Title II

Staff: Maxine Stevenson
Lee Missavage

ALTON AREA EDUCATION CENTER
2739 East Broadway
Alton, Illinois

Appendix I - 4

EVALUATION FOR INSTRUCTIONAL MATERIALS

Title ______________________________

Author ______________________________ Price $ ________

Publisher ______________________________ Copyright date ________

Circle appropriate rating 1 - highest or best 2 - average 3 - lowest or poorest

Interest	1	2	3
Literary Quality	1	2	3
Accuracy	1	2	3
Format	1	2	3
Illustrations	1	2	3
Suitability for range of reading abilities	1	2	3

Comment

Circle appropriate grade and ability level

Grade level(s)	Primary	Intermediate	Jr. High	High
Learning Ability:	Fast	Average	Slow	Remedial

Subject Area: ______________________________

FINAL RECOMMENDATION

________ Purchase ________ Do not purchase

________________ (Evaluator)

________________ (School or Office)

________________ (Date)

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Activity-Concept English: ACE 301; Scott, Foresman	69g
Adult Reading Materials; Steck-Vaughn	54 & 118e
Advanced Skills in Reading; Macmillan	39
Adventures in American History; Silver Burdett	107
Adventures in Literature Series; Harcourt, Brace & World	69c
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American Health and Safety Series; Behavioral Research Associates	94
American History - Review Books; Harlow Publishing Company	108
American History Skilltext; Charles E. Merrill	107 & 108
American History Study Program; Follett Publishing Co.	103
American Indian Series; Lyons and Carnahan	116
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Biological Science for High School; Ginn and Company---------- 88
Biology; Silver Burdett Company---------- 89
Biology: An Inquiry Into the Nature of Life; Allyn and Bacon, Inc.----------95a
Biology Experiments for High School Students; American Cancer Society---------- 90
Biology - The Living World; Ginn and Company---------- 88
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Challenge Readers; McCormick-Mathers----------56j
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Chemical Principles in the Laboratory; Freeman and Company---------- 91
Chemical Reactions; American Education Publications---------- 92
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Decoding for Reading; Macmillan---56j
Deep-Sea Adventure Series; Field Educational Publishers (Harr-Wagner)------ 34
Delacato Stereo-Reader; Keystone View Company----------------------------- 3
Democracy; National 4H Center--101
Detect, Sensorimotor Approach to Visual Discrimination; SRA--------------- 9
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ALTON AREA SUPPLEMENTARY EDUCATION CENTER
READING LABORATORY

-Check Out Record-

TO ____________________________ SCHOOL ____________________________

DISTRICT ____________________________

NO. OF ITEMS	DESC. OF MATERIAL:

DATE CHECKED OUT ____________________ RECEIVED BY ____________________________

DATE DUE IN ____________________ RECEIVED IN ____________________________

ALTON AREA SUPPLEMENTARY EDUCATION CENTER

The Reading Laboratory

EVALUATION LOAN OUT RECORD ______________________________

NO.	MATERIAL	OUT	DUE	RN	TEACHER	SCHOOL & DIST.#		IN

MATERIAL EVALUATION SHEET

Reading Laboratory Appendix J - 16

ALTON AREA SUPPLEMENTARY EDUCATION CENTER

Name ______________________ ______________ (Date)

Building ______________________ School Dist. Name ______________

Grade or Subject ______________

Title of Material Evaluated: ______________________

Subject or concept material relates ______________ Length of Eval. ________

Frequency of use: (circle one) Daily, weekly, other ______________
Approximate time required to use material each session. ______________
Would this material be classified as: Basic or Enrichment

In the time allotted do you think you effectively evaluated and tested the material?
Yes ________ No ________

Would you recommend purchase of this material? Yes _______ No _______

DIRECTIONS: Please use the following rating scale where appropriate. (circle)
1 = Lowest 5 = highest DNA = Does not apply

	Low - High
1. How appropriate was the material for your grade or subject.	1 2 3 4 5
2. Ease in introducing the material.	1 2 3 4 5
3. Ease of student use and understanding.	1 2 3 4 5
4. Degree of student independence after introduction.	1 2 3 4 5
5. Degree of student acceptance of material.	1 2 3 4 5
6. Advances in noticeable achievement.	1 2 3 4 5
7. Ease of use by teacher.	1 2 3 4 5
8. Appropriateness for average student.	1 2 3 4 5
9. Appropriateness for above average student.	1 2 3 4 5
10. Appropriateness for slow learner	1 2 3 4 5

11. Please comment on any strong points of the material.

12. Please comment on any weak points of the material.

PLEASE USE THE REVERSE OF THIS SHEET FOR ANY ADDITIONAL COMMENTS YOU CARE TO MAKE.
YOUR ASSISTANCE AND COOPERATION IS SINCERELY APPRECIATED!

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

TO: Superintendents and Administrators
FROM: James M. Casper
DATE: February 13, 1970
RE: Electricity Workshop

On December 15, 1969 the following person(s) represented your district at a workshop on "Electricity".

____

____

____

____

Plans have been made for a second workshop to be held on February 27, 1970 (9:00 A.M. - 3:30 P.M.), whereby these same teachers may have an opportunity to compare their personal evaluation of the materials and activities developed at the December 15 workshop and used in their classroom. Considerations will include practicalness, student responsiveness, and student achievement. It is also hoped that some work in micro-teaching can be utilized.

Mr. Richard C. Teichmann, Science-Math Consultant will be in charge of this workshop.

Substitute teacher pay will be provided by the Center.

If these teachers can attend:

(1) Send them a copy of this bulletin
(2) Secure a substitute teacher

- -

REGISTRATION FORM

Workshop: "Electricity"
Date: February 27, 1970

NAME ________________________ DISTRICT __________________

Reading Laboratory
2/13/70

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

The Reading Laboratory

September 18, 1969 8:45 A.M. - 3:30 P.M.

REVIEW OF i/t/a FUNDAMENTALS

An Orientation Program for Teachers
New to the i/t/a Classrooms of the Area

Due to lateness of teaching assignment, a number of teachers have not had a basic-training introduction to the i/t/a program in which they are involved. From today's program, it is hoped that a background of understanding and a knowledge of recommended procedures and materials can be made available. Each teacher is asked to bring her Phase I - Teacher's Manual. Note that the program will be convened first at the Mark Twain Elementary School, 907 Milton Road, where a demonstration with two first grade classes will open the program. If directions are needed to locate the school, contact the Center. Please be prompt on arrival.

8:45	Introduction	- Mr. Donald Moore, Principal Mark Twain School Mr. Aaron Peterson Alton Education Center
9:00	Classroom Demonstrations*	- Symbols and Sounds Creative Writing Classroom Materials
	Demonstration will be in two sessions of approximately 40 minutes each, providing a smaller group of teachers an opportunity to observe each demonstration in turn.	
10:20	Recess	- Examination of Classroom Materials Adjournment to Reading Laboratory, Alton Center
11:00	Demonstration Techniques*	- Exploration and Discussion
12:00	Lunch	
1:00	Phase I*	- Examples of Seatwork Informal Practice Materials
1:50	Recess	
2:10	Question and Answer*	- Review of Program
3:00	Evaluation and Follow-up	- Aaron Peterson Additional Assistance Needed Plans for Visitation Role of the Alton Center

*Leaders - Margaret Cravens - First Grade, Mark Twain
Joanne Perkins - First Grade, Mark Twain

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

Tuesday, April 22, 1969 — 9:00 A. M. - 3:30 P.M.

TOMORROW'S LESSON TODAY

A Research and Reading Program for Elementary Teachers

9:00 Introduction - The Research Ahead
Aaron Peterson

9:15 An Administrator's Point of View
Donald J. Stuckey - Southwestern

9:30 Programmed Reading
Raymond B. Smith, Principal - Fieldon, Jerseyville
Jane Gardner, Grade 1 - Fieldon, Jerseyville

10:15 Recess

10:45 Team Teaching with i.t.a.
Joanne Perkins - Mark Twain, Alton

11:30 Discussion - Morning Summary

12:00 Lunch

1:00 ~~Team~~ Teaching with Gifted Pupils
Esther Bortell - Central, Roxana
Ruby Duncan - Central, Roxana

1:50 Recess

2:10 Individualized Reading
Jeannette Massey - Woodrow Wilson, Wood River

3:00 Summary
Michael Myers

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

Reading Laboratory
Thursday, November 14, 1968

"INSTRUCTIONAL METHODS AND MATERIALS IN BIOLOGY"

9:00 - Biology 500 - Harcourt, Brace, and World

10:15 - Take °15'

10:30 - Using Cartridged Film-Loops - East Alton-Wood River High School Biology Staff

11:15 - Using K-E Transparencies - Alton High School Biology Staff

12:00 - Let's eat

1:00 - A Vocabulary Study

2:00 - Take °15'

2:15 - "The Worlds of Dr. Vishniac"

2:45 - Illinois State Museum Materials:

1. Slides - Amphibians of Illinois
2. Specimens Set (300) Herbarium

3:15 - Evaluation

3:30 - Valete

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

Reading Laboratory
Tuesday, November 19, 1968

"DEVELOPING INQUIRY IDEAS, MATERIALS, AND METHODS"

9:00 - Student Lab Investigations

Mrs. Mary Ann Barnett
Lewis-Clark Jr. H.S. - Wood River

Mr. George Franke
East Alton Junior High School

10:15 - Morning Stretch

10:30 - Video Tape of IPS class at Southwestern H.S.
Mr. George Lahr

11:15 - Motion Slides by the American Book Company

12:00 - Let's eat.

1:00 - A Look at the S.R.A. Inquiry Development Program in Physical Science

2:00 - 7th Inning Stretch

2:15 - A. Inquiry Apparatus You Can Build
B. Inquiry Activities

2:45 - A Vocabulary Study

3:15 - Evaluation

3:30 - Adios

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
READING LABORATORY

Thursday, January 9, 1969 9:00 A.M.-3:30 P.M.

A PROGRAM AROUND SOCIAL PROBLEMS FOR JUNIOR AND SENIOR HIGH TEACHERS

PROGRAM COORDINATOR:
Jerry C. Gibson

READING LABORATORY COORDINATOR:
Aaron Peterson

9:00	Dr. Michele Myers, Monticello College "Techniques of Discussion on Controversal Issues"
10:30	Break
10:45	What social problems should take priority?
11:45	Lunch
1:00	Teacher-training film illustrating methods of classroom teaching of public issues.
1:30	Discussion: What concepts or generalizations should students be expected to have as an aid in understanding social problems?
2:30	Break
2:45	Preparation of generalizations and suggested guidelines for all social studies teachers.
3:15	Summary
3:30	Dismissal

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois 62002

TO: JUNIOR AND SENIOR HIGH SCIENCE AND SOCIAL STUDIES TEACHERS CONCERNED WITH TEACHING LOCAL GEOGRAPHY OR EARTH SCIENCE

RE: Workshop in the form of a local field experience especially designed for local classroom teachers.

DATE OF WORKSHOP: April 24, 1969 - Thursday - 9:00 A.M. to 3:30 P.M.

This special program is a joint endeavor of:

THE ALTON AREA SUPPLEMENTARY EDUCATION CENTER
with Richard Teichmann, Science Consultant,
and Jerry Gibson, Social Studies Consultant

AND

SOUTHERN ILLINOIS UNIVERSITY - EDWARDSVILLE -
Social Science Division, Faculty of Earth Sciences
Associate Professor Dorothy Gore and Instructor Ronald Yarbrough
will direct the field activities.

OBJECTIVES:

1. To aid the teachers interested in enriching their students through field experiences.

2. To better equip the teachers with an understanding of Alton's rich geological history.

The entire day will be spent in the ALTON-GRAFTON area. The number we can accommodate is limited, so please make your reservation on or before MONDAY, APRIL 21. It may be called into the Reading Laboratory, Phone 462-1021.

Will all those planning to attend please refer to the page of information entitled "TO ALL FIELD TRIP PARTICIPANTS."

EDUCATIONAL ATTITUDE SCALE

Please rate each of the items below as they relate to your attitudes about current educational questions. Work at fairly high speed. It is your first impression, the immediate "feeling" about the item, that is important.

Here is how you are to use these scales:
If you feel that education is very closely related to one or the other end of the scale, place your check-mark as follows:

black_X__:____:____:____:____:____:____white

or

black____:____:____:____:____:____:_X__white

If you feel that education is only slightly related to one or the other end of the scale, place your check-mark as follows:

black____:_X__:____:____:____:____:____white

or

black____:____:____:____:____:_X__:____white

If you feel that education is neutral or irrelevant to one or the other end of the scale, place your check-mark as follows:

black____:____:____:_X__:____:____:____white

IMPORTANT: (1) Be sure you check each scale.
(2) Never put more than one check-mark on a single scale.

Education should be more:

value oriented____:____:____:____:____:____:____knowledge oriented

authoritarian____:____:____:____:____:____:____democratic

traditional____:____:____:____:____:____:____progressive

Practical____:____:____:____:____:____:____theoretical

enjoyable____:____:____:____:____:____:____boring

not transferable____:____:____:____:____:____:____highly transferable

difficult to comprehend____:____:____:____:____:____:____easy to comprehend

difficult to evaluate____:____:____:____:____:____:____easy to evaluate

peripheral to the subject____:____:____:____:____:____:____basic to the subject

vocationally worthless____:____:____:____:____:____:____vocationally valuable

academically valuable____:____:____:____:____:____:____academically worthless

isolated____:____:____:____:____:____:____integrative
emotionally stimulating____:____:____:____:____:____:____emotionally depressing
personal____:____:____:____:____:____:____impersonal
warm____:____:____:____:____:____:____cold
relevant____:____:____:____:____:____:____irrelevant
involved____:____:____:____:____:____:____uninvolved
student oriented____:____:____:____:____:____:____teacher oriented
open to change____:____:____:____:____:____:____closed to change
reasoning oriented____:____:____:____:____:____:____fact oriented
process oriented____:____:____:____:____:____:____content oriented
flexible____:____:____:____:____:____:____inflexible

Check the category indicating your knowledge level about each of the following items.

NAME Summation

N = 26 DATE

	NEVER HEARD OF THIS ITEM	FAMILIAR WITH THIS ITEM	READ THIS ITEM	COULD USE ITEM IN CLASSROOM	HAVE USED ITEM IN CLASSROOM	AFTER EXPERIENCE, SEE VALUE IN USE OF THIS ITEM
1. Getting acquainted exercise	6	5	0	2	13	0
2. Exercise for developing a helping relationship	8	2	0	6	7	2
3. *Reality Therapy*	19	2	2	1	2	0
4. Public interview	7	11	1	2	3	1
5. *Values and Teaching*	11	6	2	2	3	0
6. Fishbowl	18	4	4	0	0	0
7. Interview whip	19	3	1	1	1	1
8. Role-playing	1	7	0	1	14	3
9. Values Discussion Game	11	6	1	3	2	3
10. Rank order	12	7	2	1	4	0
11. Zig-zag lesson	24	2	0	0	0	0
12. *Schools Without Failure*	5	12	7	0	1	1
13. Devil's Advocate	13	5	2	2	3	1
14. Social-problem-solving meeting	7	11	2	2	1	3
15. Contrived incident	10	6	1	1	6	1
16. Open-ended meetings	11	8	0	3	1	3
17. Focus games	18	3	0	1	1	2
18. Voting questions	12	5	2	0	7	0
19. Value sheet	8	13	2	2	1	0
20. Educational-diagnostic meeting	18	4	2	1	0	1
21. Open-ended sentences	4	12	0	1	6	2
22. Bloom's *Taxomy of Education Objectives*	24	1	1	0	0	0
23. Henry Clay Smith	24	2	0	0	0	0
24. Flander's Interaction Analysis Scheme	19	5	2	0	0	0
25. *Perceiving, Behaving, Becoming*	15	8	3	0	0	0

```
                ONE WORD INTEGERS
                IOCS

               CORE REQUIREMENTS FOR
                COMMON       0  VARIABLES    708  PROGRAM    696

                END OF COMPILATION

Sig. level .05 // XEQ
                                                          DF           χ²
               TEST  1
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          20.8763
               TEST  2
Not sig.       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5           6.3190
               TEST  3
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          25.9868
               TEST  4
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          30.3249
               TEST  5
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          23.5766
               TEST  6
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          37.8725
               TEST  7
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          35.6187
               TEST  8
Sig. .01       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          16.7844
               TEST  9
Sig. .01       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          19.9458
               TEST 10
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          25.1490
               TEST 11
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          45.9999
               TEST 12
Sig. .01       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          16.5921
               TEST 13
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          24.2713
               TEST 14
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          27.1768
               TEST 15
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          24.9894
               TEST 16
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          24.0279
               TEST 17
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          25.1474
               TEST 18
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          32.8397
               TEST 19
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          28.7362
               TEST 20
Sig. .001      DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          23.1731
               TEST 21
Sig. .01       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          18.2547
               TEST 22
Sig. .01       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          17.9169
               TEST 23
Not sig.       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5           4.9332
               TEST 24
Sig. .01       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          17.3533
               TEST 25
Not sig.       DEG FREEDOM AND OBTAINED CHI SQUARE ARE 5          10.4728
               // * END OF JOB
```

SUBJECTS 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 23 25

Positive																			Negative
VALUE ORIENTED	4	-1	-1	1	0	1	-2	1	2	-1	-2	0	-1	1	5	-1	3	3	KNOWLEDGE ORIENTED
DEMOCRATIC	5	0	1	0	0	1	2	0	1	0	1	2	0	0	4	0	-1	0	AUTHORITARIAN
PROGRESSIVE	4	1	2	1	-1	1	1	0	1	1	2	0	3	-1	0	1	-1	-1	TRADITIONAL
ENJOYABLE	5	0	0	0	0	-1	0	0	0	-1	2	3	3	0	4	0	-1	-1	BORING
HIGHLY TRANSFERABLE	4	0	0	-1	0	0	0	0	0	1	2	0	1	0	5	-1	-1	-1	NOT TRANSFERABLE
EASY TO EVALUATE	4	0	6	2	3	-1	-2	-2	-2	2	1	0	1	0	4	-2	-1	0	DIFFICULT TO EVALUATE
VOCATIONALLY VALUABLE	2	-1	-1	-1	1	0	-2	2	0	1	0	0	1	0	5	2	-1	0	VOCATIONALLY WORTHLESS
ACADEMICALLY VALUABLE	0	-1	0	-1	2	0	2	1	2	0	0	-1	-2	0	1	-2	1	-1	ACADEMICALLY WORTHLESS
INTEGRATIVE	4	0	0	-1	0		-2	1	0	0	1	3	1	0	4	0	-2	0	ISOLATED
EMOTIONALLY STIMULATING	4	0	0	0	0		-2	0	0	0	0	0	1	0	3	2	0	-1	EMOTIONALLY DEPRESSING
PERSONAL	5	0	0	0	0		-1	0	0	0	-1	-1	1	0	-2	0	3	0	IMPERSONAL
WARM	4	0	0	0	0		-2	0	0	0	-1	0	0	0	1	0	0	0	COLD
RELEVANT	5	0	0	0	0		-2	0	0	0	0	3	1	0	2	0	1	1	IRRELEVANT
INVOLVED	4	0	0	0	0		-1	0	0	0	2	-3	0	0	3	0	1	3	UNINVOLVED
STUDENT ORIENTED	4	0	0	1	0		-2	0	0	0	-1	0	1	-2	3	0	-2	1	TEACHER ORIENTED
OPEN TO CHANGE	4	0	0	1	0		-1	0	0	0	0	-1	1	-2	4	0	1	0	CLOSED TO CHANGE
REASONING ORIENTED	5.	1	0	0	0		-1	2	0	0	-1	-5	1	1	4	-1	1	0	FACT ORIENTED
PROCESS ORIENTED	5	3	0	0	0		-2	-1	0	0	-1	-5	2	1	2	0	2	0	CONTENT ORIENTED
FLEXIBLE	5	0	0	1	0		-1	2	0	-1	0	-1	1	-1	4	-1	0	-1	INFLEXIBLE

- BULLETIN -

SEPTEMBER 5, 1969

SCIENCE TEACHERS K-12

GEOLOGICAL SCIENCE FIELD TRIPS
Sponsored by
Illinois State Geological Survey

These field trips are designed primarily for science teachers in the high schools and junior colleges of Illinois and for seriously interested adults. The guide leaflets and maps furnished on the trip are planned to aid teachers in conducting their own trips for their students. Grade school children must be accompanied by parents. High school science students may attend when supervised by at least one adult for each 10 students.

The first of a series of six field trips will begin at the Mt.Carroll High School on September 20, 1969. A second field trip will assemble at the Monticello High School, Monticello, Illinois on October 11, 1969. Interested persons should arrive at these Illinois high schools at 8 A.M. The trips usually end at about 4 P.M.

For more detailed information phone Rich Teichmann at The Center.

5 - 4 - 3 - 2 - 1 - BLAST-OFF

Do you teach a unit on Space Travel or Motion? If so, maybe you have a class or science club that would be interested in learning about Model Rocketry. I would be more than glad to visit your classroom and discuss model rocketry, as well as present an actual demonstration if suitable outdoor space is available, preferably 500' x 500'. If interested in setting up a date, call Rich Teichmann at The Center.

GUSTAV OHAUS - NSTA AWARDS PROGRAM

This program of awards is open to all teachers of science working with children and youth up through grade 12. Your paper on the subject of Innovations in Science Education could be among those selected for the top three National Awards of $1,000, $750, and $500. For detailed information and entry materials, phone Rich Teichmann at The Center. Papers must be received by NSTA by January 15, 1970.

462-1021

ALTON AREA SUPPLEMENTARY EDUCATION CENTER
2739 East Broadway
Alton, Illinois

READING RESEARCH
INSERV
INSTRUCTIONAL MATERIALS

ALTON AREA SUPPLEMENTARY EDUCATION CENTER

2739 EAST BROADWAY, ALTON, ILLINOIS 62002 PHONE (618) 462-1021

March 9, 1970

Dear

In order to professionally evaluate one of the services I have provided the area schools served by The Center, I have developed what I hope is a convenient check type evaluation form.

It would be of great value to me if you and any additional teachers, who were in attendance at the program, could complete and return the enclosed evaluation form to me. Please use one form for each teacher.

I certainly appreciate your efforts in this matter.

Sincerely,

Richard C. Teichmann
Science Consultant

"A PROJECT DESIGNED TO PROVIDE IN-SERVICE EDUCATION FOR TEACHERS"

- EVALUATION -

MODEL ROCKETRY PROGRAM

Directions: Check either YES or NO!

As a result of this program:

		YES%	NO%
1.	Students asked more questions related to physics, space travel, and/or astronomy than they did last year.	84.5	15.5
2.	Students brought more physics, space travel, and/or astronomy printed material and equipment to school than they did last year.	61.0	39.0
3.	Students read more books and articles on physics, space travel, and/or astronomy than they did last year.	73.5	26.5
4.	More students constructed science projects related to physics, space travel, and/or astronomy than they did last year.	30.5	69.5
5.	One or more students have developed model rocketry as a hobby.	56.0	44.0
6.	You spent more time with physics, space travel and/or astronomy than you did last year.	52.0	48.0
7.	You were able to cover topics in physics, space travel, and/or astronomy which you had not covered previously.	46.0	54.0
8.	You have developed model rocketry as a hobby and/or a part of your science curriculum in the future.	33.0	67.0
9.	Your school has formed a model rocketry club.	5.8	94.2
10.	You would be interested in scheduling this same program for the next school year.	95.0	5.0

Note: Percentages summarize responses of 54 teachers.

- EVALUATION -

MODEL ROCKETRY PROGRAM

COMMENTS:

1. We have always had an interesting unit on this topic. Although I can't say we did more because of your program, I will add the children were very enthusiastic with your program.

2. I was not here last year. The Model Rocketry program stimulated considerable interest for a time, but other projects then took their attention.

3. Your program was most interesting.

4. Thanks for some excellent help. I appreciate your effort and time. My class has been stimulated as never before. We recently sent off for six more rockets, including staged, cluster, and glider models.

5. I sincerely hope we've been some help to you in your evaluation, because of the time proximity to the moon landing, your demonstration created much interest in space travel, astronomy, etc.

6. Even though the answer to many of your questions are no, I am sure that my children were very much impressed by the talk and demonstration. You caught us in the middle of a life science unit. We are only now (this week) beginning the unit on astronomy.

7. I think the lack of interest was due to the type of children in my class - not the demonstration, and they are perhaps too young to be too interested, (4th grade).

8. Students were very interested, read many books and articles on physics, space travel, and astronomy. There were no projects related to space travel however. Since I am a first year teacher, I cannot compare with interests with a previous year.

9. This club is really only in the talking stage. Kids were more than willing but I have not been able to devote enough time to it. Big plans for next year, maybe a small start before school is out.

WORD DETECTIVE ASSOCIATION

QUIZZLE ONE

WDA-1

1. What do these acronyms mean? Can you add other common ones to the list?

COD	LBJ	RAF	VIP	UFO	____	____
RFD	JFK	TWA	NFO	ERA	____	____
CIO	CIA	CBS	GOP	AAA	____	____
AFL	FBI	NBC	USA	RCA	____	____
NFL	CAP	ABC	OAS	WAC	____	____

2. Study these example SALS. We make them by putting the first letter last. SAL is an acronym for switch-a-letter. Start your own collection.

dad-add	shop-hops	sport-ports	slip-lips
name-amen	no-on	Dan-and	ear-are
spot-pots	sit-its	emit-mite	now-own
slaw-laws	stop-tops	free-reef	sour-ours
eat-ate	tea-eat	prom-romp	seat-eats

3. How fast are with your words? "In three minutes, write as many five-letter words as you can that begin with ___ and end with ___." If your teacher gave you W and R, how many words could you write in three minutes?

4. Can you find any words with vv, aa, kk, or ii?

5. What is the longest "one-syllable word with only one vowel" that you can find?

6. Can you find any words of five or more letters without a, e, i, o, u?

7. Switch the letters in chesty to spell another word.

8. How about twin-syllable words like murmur, tartar, and dodo? Can you find others?

9. Can you name five days of the week without saying the names of the days?

10. Can you see ten hidden words?

Move only across or up and down.

B	A	T	O
I	G	G	E

VOCABULARY VARIETIES

1. Oppowords: What will happen if the little words in big words are written as "opposites"?

understanding overstanding enlargement ensmallment

Oppowriting

It was a beautiempty and dedarkful day in the park, with lots of rainshine. Tomafingers and vegechairs of the seadaughter were growing farby, feeding on earth enpoored by oldtrients made by decay caused by fronteria. There were also some nice marisilvers and onelips. Several girls without lipstone or makedown were sucking lollimoms and watching the flamoutstops in the enopenure. Suddenly there was a crash of firelegs and allicles of leaves descbegan. The girls were stopled by the disretreat. They made a great incry and ladloped down the siderun.

2. Are you an Oikophobia Victim?

3. Y Y U R -- Y Y U B -- I C U R -- Y Y 4 me!

4. Imaginestions? What is the opposite of a tree? What is the sound of one hand clapping? Does a falling tree make a sound if there is no one to hear it? If ten feet from a wall, you cover half the distance with each step, will you ever reach the wall? If you ran backward fast enough, would you run into yourself coming from the other way?

5. Acrostic: Have pupils give seven letters on board; then make a sentence:
Example -- B R T A M S Y = Big rats take any meat some years.

6. Hidden Words: In each chain of letters is a word we use in school. The letters are in the proper order, but beware the extra letters! The numbers tell how many letters are in the word.
o r s p c a n r h e o m n o s y l w (6) ____________
n b a r q p o m x t o l n y k e i n l (4) ____________
a b p l o e m r n s c o d e i f g l y (6) ____________

7. Hidden Word: A toughie! Eleven letters!
Z W O X Y G R K L D M C A T N B S Q U H E F V I P G

8. If today is Tuesday, is the day that follows the day that comes after the day that comes before the day before yesterday Monday?

9. Twin-letter Words: How many words begin and end with the same two letters?
Examples -- church, onion, ingrain, stylist, orator, legible, verve, estates, denude, tomato, headache, eraser, sense, edited.

10. Verbal Names: How many first names can you collect that may also serve as verbs?
Examples -- Mark, Rose, Bill, Will, Sue, Bob . . . .

11. Animalogues: eager beaver, early bird, black, fallen, white, clay, clothes, dirty, saw, dark, lame, white, ugly, lone, poor, pink, reluctant, red, sacred, round.

12. Haiku: Three lines -- five, seven, and five syllables.
A small ticking watch
Bending at quarter to six
Like doing pushups .

SPELLING STORY STARTER SSS-1

The Chest

One day Sam and Tom were on their way home from school. They decided to take a short cut through a vacant lot. As they were pushing their way through the tall grass and weeds, Sam caught his toe on something and fell. "Looks like an old chest or something," said Tom excitedly . . . .

1. The major purpose of this experimental starter is to provide a collecting instrument for spelling error analysis. However, the resultant stories can furnish data for further vocabulary and grammatical studies.
2. Provide paper and ask each child to write his name, age, grade, and school at the top.
3. Read the story starter to the pupils.
4. Do not mention spelling. Stress creative writing, opening the "imagination" door, and letting the ideas flow through. Organize an "Author's Club"; call it the AC Sparkplugs!
5. Have no word or time limits.
6. A summary of spelling analysis will be made available to all participating teachers. While this particular study is an exploration of the spelling ability of Title I students, extensions can be made in terms of the regular classroom at various grade levels or a comparison of Title I with extra-work pupils.
7. In any event, will you help me "experiment"?